

Continuity of Education Plan

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| Goal of Plan |
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| <p>Week of 4/1-4/9: The goal of our plan is to offer Continuity of Education to students. Teachers will provide optional, non-graded enrichment materials, opportunities for curriculum exploration, and suggestions for educational activities that are appropriate for the grade level and content area(s) they teach.</p> <p>Weeks of 4/14-4/17: Since school is closed indefinitely and laptops and iPads are available for those who need them, the goal of our plan is that all students will participate in our “Continuity of Education” program. Secondary teachers will continue to post review/enrichment activities, along with selected assignments from their curriculum that students are missing during this time. Elementary teachers will shift from posting only review/enrichment activities and begin posting selected assignments from their curriculum that students are missing during this time.</p> <p>Weeks of 4/20 and beyond: All students will participate. Secondary teachers will post review/enrichment activities, along with selected assignments from their curriculum that students are missing during this time. Elementary teachers will post selected assignments from their curriculum that students are missing during this time.</p> |

| Overview of Plan |
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| <p>Week of 4/1-4/9: In collaboration with job-alike colleagues or individually, elementary teachers will plan for suggested activities that are age-appropriate and easy for students to access. These may include a pre-recorded session to talk to students about resources of the day/week, review of a concept, reading a book, a practice activity (i.e., Study Island Main Idea-Lesson #3), virtual field trips, suggested science experiments or other hands-on projects, as well as outdoor activities (take a walk, fly a kite, ride a bike, make an inside obstacle course). Printable materials will be shared with students/parents who do not have Internet access.</p> <p>Elementary special area teachers will prepare a weekly guide for each grade level (for example, K music activities, 1st grade art activities).</p> |

Secondary teachers will plan Schoology sessions/lessons/activities each week, for each course, related to content students are missing. The format will include one or both of the following:

- Review/Enrichment
- New Course Content - Instructional Delivery activity & Check for Understanding activity
 - *Instructional Delivery*: videos, screencasts, textbook videos, textbooks posted online, other online resources, PowerPoints, posted articles or notes
 - *Checks for Understanding*: Online journals, online discussion posts, uploaded assignments, Standards-based software completion (i.e., Study Island)

When designing activities and resources, ESL teachers at all levels will search for websites and resources with translation capabilities. Special education teachers and reading specialists will search for appropriate Math/ELA materials and resources that can support their students.

In lieu of daily enrichment activities, psychologists, home and school visitors, counselors and nurses will use their time to reach out directly to students and families via phone, email or other means to offer support as needed. In addition, Special Education tracking teachers will contact parents and meet for virtual IEP meetings as needed, as well as posting suggested activities for students.

Weeks of 4/14-4/17:

Elementary teachers will shift from posting only review/enrichment activities in the Google doc and begin posting selected assignments from their curriculum that students are missing during this time. Teachers in grades K-2 will use Seesaw as their platform, and teachers in grades 3-5 will use Schoology as their platform for assignments that are specific to their grades/classes. Elementary special area teachers will prepare a weekly activity for each grade level (for example, K music activities, 1st grade art activities).

When designing activities and resources, ESL teachers at all levels will search for websites and resources with translation capabilities. Special education teachers and reading specialists will search for appropriate Math/ELA materials and resources that can support their students.

In lieu of daily enrichment activities, psychologists, home and school visitors, counselors and nurses will use their time to reach out directly to students and families via phone, email or other means to offer support as needed. In addition, Special Education tracking teachers will contact parents and meet for virtual IEP meetings as needed, as well as posting suggested activities for students.

Secondary teachers will continue to use Schoology to post review/enrichment activities, along with selected assignments from their curriculum that students are missing during this time. Because PDE is now offering free access to Edgenuity courses, the possibility exists for teachers to utilize this resource if it is a better match to their courses and needs of their learners, and training will be provided to those instructors.

Weeks of 4/20 and beyond:

Elementary teachers will post selected assignments from their curriculum that students are missing during this time. Teachers in grades K-2 will use Seesaw as their platform, and teachers in grades 3-5 will use Schoology as their platform for assignments that are specific to their grades/classes.

Elementary special area teachers will post a weekly activity for each grade level (for example, K music activities, 1st grade art activities) in either Seesaw or Schoology.

When designing activities and resources, ESL teachers at all levels will post activities with translation capabilities. Special education teachers and reading specialists will search for appropriate Math/ELA materials and resources that can support their students and also post in Seesaw or Schoology.

In lieu of daily enrichment activities, psychologists, home and school visitors, counselors and nurses will use their time to reach out directly to students and families via phone, email or other means to offer support as needed. In addition, Special Education tracking teachers will contact parents and meet for virtual IEP meetings as needed, as well as posting suggested activities for students.

Secondary teachers will continue to use Schoology to post review/enrichment activities, along with selected assignments from their curriculum that students are missing during this time. Because PDE is now offering free access to Edgenuity courses, the possibility exists for teachers to utilize this resource if it is a better match to their courses and needs of their learners.

Expectations for Teaching and Learning

Week of 4/1-4/9:

Elementary teachers will post enrichment activities through Google for ELA, Math, Science, and Social Studies, with specific ideas for each of those subject areas in online, hands on, and paper/pencil formats.

Secondary teachers will plan Schoology sessions/lessons/activities each week, for each course they teach.

Anything posted for students is for enrichment, curriculum exploration, or educational engagement and will not be graded or required.

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Secondary teachers will plan Schoology sessions/lessons/activities each week, for each course they teach.

Weeks of 4/20 and beyond:

Elementary teachers should post no more than 2-3 activities/assignments daily (i.e., 1 ELA and 1 Math assignment daily; Science/Social Studies activities once each week) that require student submission/feedback. These will be posted in either Seesaw or Schoology.

Anything submitted by the students to the teacher will receive feedback from the teacher. No grades will be recorded however.

Secondary teachers will plan Schoology sessions/lessons/activities each week, for each course they teach. Anything submitted by the students to the teacher will receive feedback from the teacher.

Communication Tools and Strategies

From 4/1 and beyond: Teachers will be using a variety of methods to communicate with students including: Schoology, pre-recorded Zoom sessions, Seesaw, email, Class DoJo, Google Meet, or the phone if no Internet is available.

From the Central Office, important messages have been communicated via School Messenger phone calls, emails and texts. These same messages are also posted on the Cocalico website. Key communications have occurred about 2-3 times a week. In addition, critical communication has been provided in hard copy through the U.S. Mail to families who do not have emails listed in our PowerSchool system.

Principals have also made personal phone calls to those indicating they do not have Internet access or visited homes if neither a phone or computer is available. Principals have also regularly sent out communications from the building level and have been available to answer the school phones for parents and families as they have questions. Finally, at our meal pick up time, staff have connected with families regarding our instructional plan and fielded questions regarding our Continuity of Education plan.

Access (Devices, Platforms, Handouts)

Week of 4/1-4/9: The district worked on a plan regarding laptops for those who need them or may have left them at school. The technology department created a survey for families to determine their level of need; based on those results, the department planned how to provide devices/assistance to those in grades 3-5 who have no other options for students to connect virtually. In addition, arrangements were made for secondary students to pick up their devices, if they have not already done so but are in need of them now.

All students in grades 6-12 have individual MacBook computers. We have offered families of those students in grades 3-5 to pick up their computers if they have no other access at home. No technology access is expected for grades K-2.

Blue Ridge Cable (our local cable company) is offering free Wi-Fi to families who need it. Communication about this has been shared with families.

Elementary printed materials have been distributed to parents the week of 3/23. Additional printed materials will be available each week for those without online access. Should families require these documents, they have been asked to contact their child's building principal.

Weeks of 4/14-4/17:

Parents of children in grades K-2 who need devices were able to pick up an iPad at their child's school. Communication will be pushed out to families through the building principals to announce this to families.

During this week, parents of students in grades 3-5 who still needed devices were instructed to call the building principal to arrange a time to pick up their laptops. Communication was pushed out earlier regarding pick-up times at each elementary school.

Parents of students in grades 6-12 who still needed devices were instructed to call the building principal to arrange a time to pick up their laptops.

Weeks of 4/20 and beyond:

Any student needing a device by this point in grades K-12 should contact their building principal.

Staff General Expectations

Week of 4/1-4/9: Act 80 days on March 30-31 required approximately 6 hours of participation from staff, as they engaged in professional learning in preparation for the start of our Continuity of Education plan.

In general, teacher workdays will also be approximately 6 hours. The suggested schedule for teachers on student days can be flexible, with the exception that all material or links should be posted by 10:00 a.m. for that day. For staff posting a weekly student enrichment plan once a week, those items should be posted by 10:00 a.m. on the first student day of that week. In addition, staff is expected to be available to connect with students and families for a four-hour period each weekday.

Weeks of 4/14 and beyond: In general, teacher workdays will also be approximately 6 hours. The suggested schedule for teachers on student days can be flexible, with the exception that all material or links should be ready for student access by 10:00 a.m. for a single day, and on the first student day of that week. In addition, staff is expected to be available to connect with students and families for a four-hour period each weekday.

Student Expectations

Week of 4/1-4/9: Anything posted for students is for enrichment, curriculum exploration, or educational engagement and will not be graded or required.

Weeks of 4/14 and beyond: Student participation is monitored and expected. All barriers to online learning have been removed by the district. Communication regarding such has been shared with the families in a communication the week of 4/12.

Attendance / Accountability

Week of 4/1-4/9: Attendance for students will not be taken. Learning is both synchronous and asynchronous.

Staff is expected to work approximately 6 hours/ day from April 1- April 9.

New grades will not be entered or recorded for work that is assigned during this time.

Weeks of 4/14-4/17:

Student participation is expected and monitored. At the secondary level, teachers can track who is participating in Schoology lessons and assignments. At the elementary level, teachers in grades 3-5 will also begin to prepare to use Schoology to post assignments, and teachers in grades K-2 will begin to prepare to use Seesaw to post assignments. These platforms will enable teachers to track attendance at the elementary level, as well. Schools will be reaching out to families of children who are not participating to ensure that all students become engaged with the materials that are provided for them.

Staff is expected to work approximately 6 hours/ day from 4/14 and beyond.

No new grades will be entered or recorded for work that is assigned during this time.

Weeks of 4/20 and beyond:

At the secondary level, teachers can track who is participating in Schoology lessons and assignments. At the elementary level, teachers in grades 3-5 will be using Schoology to post assignments, and teachers in grades K-2 will use Seesaw to post assignments. These platforms will enable teachers to track attendance at the elementary level. Schools will continue to reach out to families of children who are not participating to ensure that all students become engaged with the materials that are provided for them.

Staff is expected to work approximately 6 hours/ day from 4/20 and beyond.

No new grades will be entered or recorded for work that is assigned during this time

Good Faith Efforts for Access and Equity for All Students

Week of 4/1-4/9: Guidelines for providing accommodations have been provided to all of our faculty members. We have reached out to families who may have difficulty with access to the materials and lessons to determine how best to support them. A separate communication for all parents of children with exceptionalities has been mailed. Where appropriate, someone has translated information for our EL learners and their families.

All students in grades 6-12 have individual MacBook computers. We have offered families of those in grades 3-5 to pick up their computers if they have no other access at home. No technology access is expected for grades K-2.

Blue Ridge Cable (our local cable company) is offering free Wi-Fi to families who need it. Communication about this has been shared with families via our website, via a School Messenger phone call and through text messages.

Weeks of 4/14-4/17: Guidelines for providing accommodations have been provided to all of our faculty members. We have reached out to families who may have difficulty with access to the materials and lessons to determine how best to support them. In some cases, devices were delivered to the home. A separate communication for all parents of children with exceptionalities has been mailed. Where appropriate, someone has translated information for our EL learners and their families.

When selecting assignments from the curriculum, elementary teachers are giving careful consideration to the amount of time needed and level of independence required from students to complete an activity. Teachers should also consider any accommodations that may be necessary for special education students who are in their class.

All students in grades K-12 have been offered access to a computer or iPad. Blue Ridge Cable (our local cable company) is offering free Wi-Fi to families who need it. Communication about this has been shared with families via our website, via a School Messenger phone call and through text messages.

Weeks of 4/20 and beyond:

Guidelines for providing accommodations have been provided to all of our faculty members. We have reached out to families who may have difficulty with access to the materials and lessons to determine how best to support them. A separate communication for all parents of children with exceptionalities has been mailed. Where appropriate, someone has translated information for our EL learners and their families.

When selecting assignments from the curriculum, elementary teachers are giving careful consideration to the amount of time needed and level of independence required from students to complete an activity. Teachers should also consider any accommodations that may be necessary for special education students who are in their class.

All students in grades K-12 have been offered access to a computer or iPad. Blue Ridge Cable (our local cable company) is offering free Wi-Fi to families who need it. Communication about this has been shared with families via our website, via a School Messenger phone call and through text messages.

Special Education Supports

From 4/1 and beyond: We have created specific guidelines that were shared with all teachers regarding special education accommodations to consider when introducing new course content. All special education teachers will also create activities, specific to their students. Special education teachers will be reaching out to families to identify supports needed at home, and in some cases, holding IEP virtual IEP meetings if they are due.

Students with IEP's have been provided additional support and services during this time, so they can participate in a manner that is most appropriate for them. Special education teachers work closely with students and families to provide them with the appropriate accommodations and resources.

In addition, a services page of Occupational Therapy, Physical Therapy, and Speech supports has been created on our website. Students who qualify for those supports can access activities. The IU therapists have been in touch with families who qualify for those services as well.

Students with IEPs will be given the option for printable materials.

Elementary special education teachers can be granted their own Seesaw account, which allows the teacher to pre-set a accommodations for students who may need them.

For questions, families can contact their child's Special Education case manager, Mary Rinehart (Director of Special Services), or the principal at their child's school.

EL Supports

Week of 4/1 and beyond: Where necessary, someone has translated information for our EL learners and called each EL family.

The website is connected to Google translate, so information can be translated by families.

In addition, we have used Transperfect to call EL families and interpret key information.

For questions, families can contact their child's ESL instructor or the principal at their child's school.

Gifted Education

Week of 4/1 and beyond: Our Gifted Education Coordinator has been in contact with our families about services, supports and resources.

For questions, families can contact Ms. Shirey (MS/ HS) or Mrs. Hartranft (Elementary) or the principal at their child's school.

Building/Grade Level Contacts

Week of 4/1-4/9: Each building held a faculty meeting virtually on March 30 and 31, led by the building principal. In addition, grade levels and departments have been encouraged to meet frequently to plan enrichment activities that will be shared with students. Principals have fielded daily questions from staff members to assist with our Continuity of Education plan.

Further questions can be directed to the building principals who are on site most school days or to the classroom teachers via their district email. At the secondary level, students can contact their teachers through Schoology messaging options.

Weeks of 4/14 and beyond:

Each building is holding regular faculty meetings, led by the building principal. In addition, grade levels and departments have been encouraged to meet frequently to plan activities and lessons. Principals have fielded daily questions from staff members to assist with our Continuity of Education plan.

Further questions can be directed to the building principals who are on site most school days or to the classroom teachers via their district email. At the secondary level, students can contact their teachers through Schoology messaging options.

Resource Links

At Home Learning Site:

<https://sites.google.com/a/cocalico.net/at-home-learning/>

COVID-19 Resources for parents:

www.cocalico.org

Schoology:

<https://schoology.cocalico.org/>

Seesaw:

www.seesaw.me