

Continuity of Education Plan

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Goal of Plan

The purpose of the Charleroi Area School District (**CASD**) Continuity of Education Plan is to provide guidance and support to continue providing educational learning opportunities for students in an environment of prolonged closures based on feasibility and availability of resources.

The goal in providing learning opportunities during this difficult time is to continue to maintain the mission of inspiring all students to achieve their greatest potential.

Overview of Plan

Due to the continued closure of schools in Pennsylvania due to the crisis caused by the COVID-19, the Pennsylvania Department of Education (PDE) suggests that school districts revisit decisions related to continuity of education.

- **Continuity of Education:** Continuity of Education is the overall term for any educational practices that occur in the event of a prolonged school closure. It is important that students have the opportunity to maintain and develop skills while away from the customary school environment. This can be done through Planned Instruction or Enrichment and Review.
- **Planned Instruction:** Planned Instruction is formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards. Teachers assess the learning of their students and make adjustments to instruction

based upon student progress. In order to receive grade and credit, students must attend regularly and complete the course requirements.

- **Enrichment and Review:** Enrichment and Review consists of informal activities to reinforce or extend students' prior learning. New standards and skills are not addressed through Enrichment and Review.

The CASD seeks to provide a combination of Planned Instruction and Enrichment and Review as described above to maintain the differentiated learning opportunities which will ensure the continuation of learning for students in the District.

The primary method for delivery of the Continuity of Education Plan will occur through Google Classroom, a platform through which students are accustomed to receiving information from their teachers. Google Classroom allows teachers to create learning experiences and communication with students. Teachers may also use alternate forms of technology or possibly learning packets to meet the needs for students in their classes. The use of various technology resources may be necessary in some cases.

Expectations for Teaching and Learning

This information was developed through professional development activities by Intermediate Unit One and provided to meet the needs of the CASD teaching staff:

- Do not assume all students have an adult at home to guide online learning
- Provide flexible completion dates to accommodate student access needs or additional support of instructors to meet learning targets.
- Flexible Schedules for assignment due dates.
- How are students given opportunities, both online and offline, to demonstrate competency of the content by using alternative methods for task and assignment completion?
- Flexible assessments and choice to show learning. All modes of learning).
- Don't try to mimic an actual school day –Lessen the workload (it takes longer to complete work online). A period of time to complete work is better than daily assignments.
- Try to keep students off of screens all day. Give activities to do online independently as they normally would in class.
- Some households will have multiple kids impacted at different grade levels and share the computer
- Monitor morale and workload of students, adjust if necessary
- Some students may become sick or have to care for family members that get sick
- Some parents will lose jobs during this time adding additional stressors to kids
- Recorded, short lectures on new material utilizing google classroom conference, hangouts, or live stream social media (so students can see the teacher)

- Offer multiple opportunities for connecting.
- Make students aware of expectations – assignments, interaction, plan ahead

Communication Tools and Strategies

Teachers will plan instruction from 8:30 a.m. – 10:00 a.m. and work with students from 10:00 a.m. – 12:00 p.m. and 12:30 p.m. – 3:30 p.m. All staff will have a lunch break from 12:00 p.m. – 12:30 p.m. This schedule will be followed Monday through Friday.

Providing teachers with this time at the start of the day allows them to adjust weekly instructional activities as needed. It provides opportunities for meaningful learning activities and differentiating activities and assessments for learner variability. After the planning period, students will be able to communicate with their assigned teachers via Google Classroom, email or telephone during school hours. Additionally, school nurse, counselors, social workers, outreach counselor and school psychologist will be available to students and families, through the various forms of communication.

Access (Devices, Platforms, Handouts)

The following procedures were used to collect data to determine procedures for the continuity of education plan:

- Sent out Technology Survey to identify family needs.
- Create a plan to assist family with access to the internet and/or devices
- Create alternate plans to provide instruction via telephone conference, paper educational resources
- Providing students with a device (Chromebook) if they do not already have access to one at home.
- Provided map of hotspots in the area.
- Met with CASD Education association leaders to survey employees to ensure they have access to WiFi, devices, and needed supplies at home.
- Provide professional development resources and guidance for employees on how to provide remote resources and be a support system for the students and families.
- Instruct teachers to put lessons together for a predetermined duration so that activities, lessons, and resources are available online. Allow for time for modifications.

- All devices being provided to students are cleaned and sanitized.

Staff General Expectations

- Teachers will begin to select content for their preferred method for various learning opportunity distribution
- Encourage research of best practices
- Encourage teachers to attend the IU1 Virtual PD sessions (<http://tinyurl.com/IU1VirtualPD>) for PD on research-based best practices and content for online learning.
- Encourage contact between students and teachers.
- Develop reciprocity and cooperation among students.
- Encourage active learning.
- Give prompt feedback.
- Emphasize time on task.
- Communicate high expectations.
- Respects diverse talents and ways of learning.

Student Expectations

This is not the school year we envisioned for our children, but we must continue to support one another and take the appropriate preventative actions to maintain the health and safety of our students, families, and community members. Because of this, we are asking for the following expectations from our students:

- Online responsibility and etiquette
 - Test your technology before class
 - Dress appropriately if in a live chat
 - Mute your microphone when not speaking
 - Be an active participant
 - Ask only class related questions
- Be an active participant daily
- Complete your assignments with the highest level of effort and submit them on time

Attendance / Accountability

Homeroom teachers will document student attendance on a daily basis .

Special Education Supports

The role of our Special Education Teachers a Support Personnel is documented below:

Special Education Teachers

- Review IEP caseloads-specifically related services, specially designed instruction, annual goals, and identify what explicit instruction is needed with a goal of a “best effort plan” of individualizing education.
- Contact the parents/guardians on your caseload to discuss supplementary aids and services, you will be providing during this time
- Utilize the parent call log in IEP Writer to track communication

Steps to take when entering a parent contact in IEP Writer:

- 1) Scroll down click on “Parent Call Log”
- 2) Click on “Start New Parent Log”
- 3) Click on “Add a Parent Call Log”
- 4) Enter your information
- 5) Click on disk to "save" the log
- 6) Do not finalize, just save (if you finalize, the case manager will need to open parent call log prior to entering a new log)

- Create a list of students that receive related services and maintain communication with these professionals to make sure the services are being provided. If there is a problem with these services, please notify me as soon as possible to correct the problem.
- Develop curriculum and assignments based off of individual student’s IEP goals and provide specially designed instruction with the assistance of progress monitoring data per IEP goals. Collect the most recent data on IEP goals and develop a current baseline for curriculum development per IEP goal that can be monitored in this current educational setting per conversation with parent/guardian. Document that baseline and keep your data tight!
- Develop procedures to contact students and parents to provide assistance for students on caseload.
- Monitor progress on IEP goals and maintain communication with your caseload students.

- Complete progress reports for the third nine weeks (Could get a baseline from progress reports to drive future instruction). Send Progress Monitoring to parents as you normally would provide and log the communication in IEP Writer.
- Collaborate with related service providers as per student IEP to continue to develop individualized instruction.
- Collaborate with general education teachers to continue to develop individualized instruction.

Speech Language Pathologists

- Create your own speech calendar with the students you serve. Specifically target students that weren't serviced from March 16-27 when scheduling.
- Contact the parents/ guardians of all students on your caseload. Contact should be made first with parents/guardians of students who were not serviced from March 16th-27th.
- During phone conversations, determine how this service will be provided to the student and what platform will be used. Log that in IEP Writer via the Parent Call Log.

Social Workers

- Responsible for contacting all parents/guardians on their caseload to offer individualized support through various mean of communication. Example Video Conferencing.
- Responsible for creating a schedule of online social work services and log into IEP Writer Log using procedures above,
- Follow the Teacher Work Day Schedule that was provided.

School Psychologist

- Communication with Parents/Guardians- Continue the EI Process that have been established in previous years
- Evaluation reports in process- if not completed due to one on one procedures for testing- recommend rescinding the evaluation until the district can provide an

appropriate assessment. Issue letter via email that explains and justifies the changes made to the evaluation process,

- Evaluation that are completed- Continue with meeting procedures.
- Reevaluation Reports due by the end of the year- recommend waiving the reevaluation report and then revisiting that at the beginning of next school year. Issue a NOREP via email.
- Responsible for documenting waived services until returning via IEP Writer Parent Contact Log.
- Follow the Teacher Work Day Schedule that was provided.

School Counselors

- Responsible for scheduling of students at the middle school/ high school/Mon Valley Career and Technology Center.
- High school counselors need to provide support to the students who are applying for college, technical school, or employment upon graduation.
- Provide timely scholarship and financial information to graduating students
- .
- Need to schedule to support the academic and general wellness of students. Counselors can provide information to students and families that may need direction for additional support at this time.
- Check on the welfare of students that you know with specific issues, example Homeless students and contact them with any supports that may need provided.
- Counselors should stay abreast of students' progress through communicating with teachers to ensure they are making progress to move to the next grade.
- Counselors can coordinate supports for the needs of students who are having difficulty with various resources.

Special Education Resources can be found on the **Intermediate Unit #1** and **PATTAN** websites. These resources will be organized by area of need.

Good Faith Efforts for Access and Equity for All Students

The CASD is committed to continuous, open communication and collaboration with families to anticipate and address concerns with our Continuity of Education Plan.

It is important to emphasize that there will be the need of flexibility in determining how to meet the individual needs of all students. The determination of how this is to be provided may need to be different in this time of unprecedented national emergency.

EL Supports

The CASD will maintain the following steps during these learning opportunities for our students:

- Follow school district procedures in relation to our continuity of education plan.
- Constant communication with students and families
- Use of iReady, Google Classrooms, GrapeSEED, and RAZ Kids.
- Daily teacher availability to provide adaptations and supports.
- Use of instructional packets, if online learning platform is not accessible.

Gifted Education

The procedures CHSD will be meeting the needs for our Gifted Students:

- Communication is essential. The following means are being used to communicate with both parents and students: Microsoft Teams (All students are set up in a Gifted Class- Primary, Intermediate, Middle, and High School) Remind, School email account, as well as, Phone (All parents have teacher phone number). Zoom sessions with district, IU and state officials have provided professional development and guidance.
- For Continuity of Education: both Planned Instruction and Enrichment will be provided based on GIEP goals. The National Association for Gifted Children has suggested that enrichment be provided first to reacclimate students and then instruction on new materials. Students have enrichment assignments posted on Microsoft Teams and are already using Readworks.org. They have been taught to use Code.org and are using it to develop thinking skills and programming.

- Based on the most recent benchmark testing and GIEP goals, students will be assigned Planned Instruction using the following:
 - <https://www.khanacademy.org/>
 - <https://app.studyisland.com/cfw/login/>
 - <https://renzullilearning.com/>
 - <https://www.readworks.org/>
 - <https://app.discoveryeducation.com/learn/home>
 - <https://www.pbslearningmedia.org/>
- High School Gifted Students will be provided with an opportunity for online tutorials for their AP courses at: <https://apstudents.collegeboard.org/coronavirus-updates#free-ap-classes>, as well as, regular phone conferencing.

Building/Grade Level Contacts

Central Office- Dr. Edward J Zelich- 724-483-3509 ext 1213 / edzelich@charleroisd.org

Charleroi Area High School- Dr. Patti Mason – 724-483-3573 / pattimason@charleroisd.org
Mrs. Amy Nelson - 724-483-3573/ amynelson@charleroisd.org

Charleroi Area Middle School – Mr. Adam Brewer – 724-483-3600
adambrewer@charleroisd.org

Charleroi Elementary Center – Mr. Steve Shields – 724-483-5554
steveshields@charleroisd.org

Mr. Mark Killinger – 724-483-5554
markkillinger@charleroisd.org

Technology – Samantha Shinsky – 724-483-3600 ext 3002 / samanthshinsky@charleroisd.org

Resource Links

Teachers, students and the community have different experiences with technology and will require various resources to develop the skills that will provide the best learning opportunities for our students. Listed below are the suggested means of support:

- Teachers will provide the resources that will support student learning
- www.iu1.org
- www.pattan.net
- www.education.pa.gov

Summary

As a district we will provide a good faith effort and continue to provide various learning opportunities for our students. This is not the school year we envisioned for our children, but we must continue to support one another and take the appropriate preventative actions to maintain the health and safety of our students, families, and community members.

Thank you again for your support and patience during this difficult time.