



CHARTERS VALLEY SCHOOL DISTRICT

CONTINUITY OF  
EDUCATION  
PLAN 2020



## GOAL AND OVERVIEW OF THE PLAN

The Charters Valley School District strongly believes in the Continuity of Education for all students K-12 during this unprecedented time caused by the COVID-19 outbreak.

During the extended school closure, the District teachers and administration understand that remote learning can not entirely replace traditional learning for our students; however, we hope that learners will make every effort to connect with their teachers and participate in learning opportunities from home.

Outlined in the following pages are the plans and processes/steps which the District has taken and continues to take to provide and maintain educational programming for our students.

Each section lays out the planning and expectations specific to its topic.





# SECTION 1: PHASES OF CONTINUITY

Chartiers Valley School District has been preparing for the possibility of a **Remote Learning Plan** since becoming aware of the COVID-19 epidemic's potential impact to our community. Over the past few weeks, school administration and department leaders, with the help and feedback of teachers, began contingency planning and adapting courses and instruction for remote learning. While we understand that remote learning can never replace or be as effective as attending classes in a brick-and-mortar school, we hope that learners will make every effort to connect with their teachers and participate in learning opportunities from home.

## **Phase 1 – Work Extension**

During Phase 1, teachers will provide learners with instructions to extend or continue the work that is currently ongoing in their classrooms, since the students have received instructions on these specific work tasks on the last day(s) of school leading up to the school closure.

## **Phase 2 – Enrichment** (Days 1- 10 of school closure)

During Phase 2, teachers will provide learners with enrichment activities, both non-technology and full technology-based, so that learners can experience new learning opportunities.

Enrichment will not require a teacher to deliver instruction. Teachers will only need to provide recommended resources and activities.

## **Phase 3 – Remote Instruction** (Beyond 10 days of school closure)

During Phase 3, teachers will have plans and will make arrangements to connect with learners and deliver instruction remotely. These methods may vary from teacher to teacher and will require that each learner has access to technology. Those learners who do not have a device or internet access needed to connect remotely will be asked to contact the school so that arrangements can be made for phase 3 of this plan.

A close-up photograph of a person's hands writing on a document. The person is wearing a light blue button-down shirt. Their right hand holds a black and silver pen, and their left hand rests on the paper. The background is blurred.

## SECTION 2: EXPECTATIONS FOR TEACHING AND LEARNING

Upon the Governor's mandated closure of the public education on March 13, 2020 the District knew that professional development would be necessary for its teachers to be equipped to provide remote learning to students.

The primary focus of professional development would be within the K-5 spectrum, as the District's 6-12 students and staff, generally speaking, have had more practice and instruction with online learning management systems and technology having been "1-to-1 with devices" for the past five years.

Due to its user-friendly interface and ease of accessibility, the District selected Google Classroom as an LMS (Learning Management System) to be used by K-5 students and teachers.

The District promptly created a professional development plan which included optional Act 48 professional development options for our teachers. This plan is outlined within the following pages.





## TEACHER PROFESSIONAL DEVELOPMENT PLAN

The goal of the professional development plan was to ensure that teachers felt confident in creating online learning environments for their students. Professional development focused on utilizing the Google platform to the fullest extent while also understanding and applying instructional strategies that are used by cyber school instructors in a virtual learning environment.



## VIRTUAL CLASSROOMS

For elementary (K-5) teachers, school leaders including grade-level representatives, building representatives, building principals, Superintendent, and Assistant Superintendent of Curriculum and Assessment, met virtually to discuss various virtual classroom options. Leaders chose Google Classroom for its familiarity and ease of use, and devised a plan to implement the program and support teachers.



## ONLINE RESOURCES

All Charters Valley School District teachers were offered a Google Classroom tutorial, online resources, virtual meetings and decisive and deliberate guidance to focus on pedagogy and instructional philosophy during such a stressful time in our students' and families' lives.



## STAFF EXPECTATIONS

Staff are expected to be mindful of our current situation resonating throughout our society and community.

Although education is essential to our students, we all must be aware that our students and families may have other priorities at the moment, and rightfully so.

This Continuity of Education Plan is not a time for mastery of complex tasks, nor is it the time to be inflexible regarding our instructional practices. Rather, it is quite the opposite. Now more than ever, our teachers need to be amenable to the ever-changing environment in which they attempt to provide instruction and truly listen to the needs of the students.

## STUDENT EXPECTATIONS

First and foremost, students are expected to keep themselves in a healthy place mentally, physically, and emotionally.

Once student health is assured, they are to communicate and participate with their teachers on a weekly basis.

Students are expected to reach out if they encounter a problem or need assistance. They should know that teachers, counselors, and administration are here to support them.





## SECTION 3: Elementary Educational Remote Learning Services K-5

### Google Classroom

Principals and teachers, inclusive of special education, elective, and regular education teachers created Google Classrooms to provide students with activities to enhance learning.

These virtual classrooms house daily and/or weekly activities that align with the District curriculum. The content is provided to all students through an invitation sent through both district-created student email (3-5) and parent email addresses (K-5).

Once a parent or student accepts the invitation to join a classroom, the principal's and the teacher's resources are immediately made available. Parents and students who do not respond initially will receive individual emails and/or phone calls from teachers and administration.



## INSTRUCTION

With the goal to not overwhelm students and parents with intense education expectations during a tumultuous time in society, administration and teachers decided upon 5-10 minute assignments per subject with a 30-minute cap of time each day. Teachers and administration felt that the most effective learning can be made in smaller portions of time.


Instructional activities are planned for four days a week, with the fifth day to be available for flexible assignments, challenges, mindfulness, and reading. This fifth-day flexibility mirrors the District's initiative to include mindfulness activities and daily reading in each student's education.

## INSTRUCTIONAL ACTIVITIES

Activities are created to accommodate all learners. Regular education teachers collaborate daily with reading specialists and special education teachers to ensure that instruction and assignments are aligned to varied student needs.

Assignment flexibility is the goal for all teacher-posted assignments. By providing multiple structures of assignments, students are continually engaged in various modes of instruction such as recorded instructional videos, classroom virtual meetings, home activities, recorded read-alouds, real-world problem challenges, and critical thinking prompts with opportunities to respond and discuss virtually.





## SECTION 4: SECONDARY EDUCATION SERVICES

### Google Classroom and Schoology

Teachers and students in grades 6-12 were utilizing online platforms such as Google Classroom and Schoology prior to the extended school closure.

Due to their familiarity with the programs, teachers and administration decided to continue usage of these platforms during the closure so that students and parents could easily navigate the remote learning opportunities provided.

Teachers were asked to update their online courses to reflect the transition from brick-and-mortar classrooms to cyber learning environments.



## INSTRUCTION

Middle School (6-8) students and teachers utilize Google Classroom for cyber learning, while High School (9-12) students and teachers utilize Schoology.

Through these platforms, digital reference materials, assignments and audio-visual learning supports are made available using the existing learning management systems (LMS). These systems have been in place during the entirety of the 2019-2020 school year.

Activities were created to accommodate all learners. Regular education teachers collaborated daily with reading specialists and special education teachers to ensure that instruction and assignments were aligned to varied student needs.

## INSTRUCTIONAL ACTIVITIES

Activities /lessons are planned daily, and/or weekly depending on the course. Middle school educators use a team approach with assignments on Google Classroom. All elective teachers plan for weekly assignments, which mirrors the rotating six-day cycle schedule during of the typical school year.

Teachers will use the technologies from the LMS (learning management systems): Google Classroom for grades 6-8, and Schoology for grades 9-12, to use email, web conferencing, and telephone to check in with students and provide tutorials.

Both Schoology and Google Classroom allow for recorded class sessions such as podcasts, video chat, live stream, and webinars. Schoology and Google Classroom also allow for live, two-way interaction class meetings between teacher and students such as webinars and conference calls.





## SECTION 5: GRADING PROCESSES

For the purpose of the Continuity of Education Plan 2020 assignments are to enhance student learning and augment (or to only increase) the students current grade. The assignments are not to be academically detrimental. If the student(s) can not/does not complete the work, the assignment will not count against the students' current grade.

The District understands students may have very limited experience with online learning, as well as different home responsibilities, family situations, and of course stress's due to the gravity of the pandemic. Because of these factors, the District does not feel that its traditional grading processes are appropriate or relevant under the current situation. Therefore, the process outlined below will serve for the grading process for the duration of this closure, unless deemed necessary to modify.

- a. Grading from the 3rd marking period will serve as the benchmark grade for the 4th marking period.
- b. Student grades will culminate throughout the 4th marking period based upon the students' school work from the 4th marking period.
- c. The culminating grade will serve as the 4th marking period grade.

For example: If the student has 80% in math for the final 3rd marking period grade, they then complete schoolwork which adds to 80% and brings the 4th nine weeks grade to 90%. 90% is the earned 4th marking period grade. The marking period grades are then averaged as usual for the final annual grade.

A close-up photograph of a person's hands writing on a white sheet of paper. The person is wearing a light blue button-down shirt. They are holding a black and silver pen in their right hand, which is positioned over the paper. Their left hand is resting on the paper to the right. The background is blurred, showing more of the person's shirt and some indistinct shapes.

## SECTION 6: ATTENDANCE AND ENROLLMENT

Attendance is to be taken by active participation in daily activities. Participation is essential in remote learning. For example, logging on, completing assignments, etc. all contributes to the Continuity of Learning.

Therefore, the teachers understand that the first week is essential in establishing routines for active remote, or online, learners. If teachers notice a student has not logged on by Thursday of each week, they are to email that student. The email can be as simple as the following:

***“Good Morning [Student], I have noticed you have not logged into your classes this week. Is everything okay? Please let me know if you have any questions or there is anything we can assist with. Best, Teacher.”***

At this point the building principal(s) may also reach out to student(s) to further assess the reasoning for the lack of participation.

Enrollment will be monitored by the student's active engagement in their remote learning. If a student is inactive for a period of 3 days or more the teacher and/or building principal will reach out to that family as is the typical process for face-to-face attendance/enrollment.





## SECTION 7:

# Good Faith Efforts for Access and Equity for All Students

Students who receive instruction in the District will benefit from continued collaboration between regular and special educators as well as related service providers. Schoolwork will continue to be modified and adapted as appropriate in order for students to access curriculum according to IEP and 504 Plans to the best of our ability.

The District has created formats for remote learning which are accessible online. Special education teachers of self-contained programs and support classrooms will also provide accommodations for work in their Google Classrooms. In addition, the District has provided resources and activities for use.

For students who receive services out of District, contact has been made with each school and established plans have been shared with all families by those providers.

IEP Teams are available by scheduling through Google hangout (meet) or by phone to meet to review student needs. Case managers and teachers are available through email if there are additional concerns due to the school closure. Temporary Learning Plans will be completed by a phone call or online for each student.

IEP and 504 meetings will continue to be held, scheduled, and rescheduled during the closure. PDFs of documents will be sent to parents through email in order to continue planning, revision, or annual IEP review. Evaluations and reevaluations will begin with review of data, if the IEP team determines additional data is required. The re-evaluation process will be followed to the best of the District's ability. Meetings may be held through Google hangout (meet), phone, or both as the team decides. All members should still be included in the invitation including OVR if appropriate.

The special education case managers will be accessible through email if students have questions about an assignment or activity. Special Education teachers and related service providers will continue to provide services through Google hangout (meet), or phone, including Speech and Language, Vision, Hearing, OT, PT, and Social Work Services.





## SECTION 7 CONT:

# Good Faith Efforts for Access and Equity for All

Below one will find the specific processes and procedures the District put into place to ensure FAPE to the "best of our ability" as noted by Governor Wolf during this unprecedented event, COVID-19.

Chartiers Valley will make every effort to meet federally- and state-mandated timelines including through virtual means or teleconferences to the extent appropriate and available. Typical practices should be followed to the best ability of the District, which includes ensuring parents and/or guardians are provided with the opportunity to participate meaningfully.

Chartiers Valley is supporting Continuity of Education beginning on Monday, March 30. Related Services (Speech, OT, PT, Hearing, Vision, etc.) but they will be offered through Google Classroom to the best of the District's ability.

- Specially Designed Instruction will be met to the best of our ability while offering virtual instruction.
- Accommodations and modifications to instruction should continue to take place as they had in the brick and mortar classroom.
- All timelines are in effect as of Monday, March 30.
  - IEP meetings will be held with the team by Google Hangout.
  - Regular ed teachers and LEA will be able to join through the calendar link to join the Google Hangout.
    - Join this meeting with video and/or audio with your computer or with your phone only.
  - Parents will be given the option to participate by video or phone using the phone number and PIN to join.
  - IEP documents will be shared with the team prior to the meeting by PDF.

Hard copy signatures will be obtained once we return to the building.





## SECTION 7 CONT: SPECIFIC SERVICES

**Itinerant support** – There will be continued collaboration between general and special education teachers. Work will be modified and adapted as specified in IEPs for students in order to access the curriculum.

**Life Skills support** – Each building-based life skills program has its own Google Classroom that includes instruction and activities aligned to student needs (as illustrated in IEPs). If a student is unable to access the Google Classroom, the Life Skills teacher will contact parents through email to provide additional support and learning activities. Students and parents can access assignments specially designed to student needs. Academics and daily living skills will be addressed through the classroom teachers and related service providers.

**English Language support** – The EL teachers will have their own Google Classrooms and create assignments for their EL students. The lessons will address their listening, reading, writing, and speaking needs in English.

**OT/PT Support** – These services will be provided through tele-therapy using Google Classroom as well as activities on the website. The activities are designed to Maintain skills and concepts.

**Speech support** – These services will be provided through Google Classroom. Using a Variety of links, activities, and games, students will practice speech and language skills.

**Enrichment support** - Gifted teachers have access to the grade-level Google Sites and Schoology to add activities and videos. They will communicate with those students individually through Google or Schoology.

**IEP/504 meetings**–Meetings will be held through virtual meetings/phone, or both, according to established student IEP/504 timelines. In order to ensure the safety and health of district employees, students, and parents/guardians, face to face IEP meetings will not be held during the school closure.

A close-up photograph of a person's hands writing on a white sheet of paper with a black pen. The person is wearing a light blue long-sleeved shirt. The background is blurred, showing more of the person and the desk.

## SECTION 7 CONT: SPECIFIC SERVICES CONTINUED

**Emotional Support** – The Emotional Support classroom is located in the Google Classroom. Using specially designed instruction, the Emotional Support teacher will continue to use positive behavior supports to enhance learning through the individual learning plan.

**School Counselors** – Counselors have established support by building. They have included support for academics, social and emotional as well as, support for mental health, health concerns, and daily living needs.

**Psychologist Evaluations** – With parent or guardian consent, evaluations and reevaluations will begin with review of data, if the IEP team determines additional data is required. The re-evaluation process will be followed to the best of the District's ability. Meetings may be held through Google hangout (meet), phone, or both as the team decides. All members should still be included in the invitation including OVR if appropriate.

**Vision and Hearing** – These services will be provided through Google Classroom both asynchronously and synchronously as well as by phone. Students will continue to work on skills as specified by their individual learning plans.

**Social Work Service** – These services will be provided through Google Classroom. Students who require this service have access to the school social worker to continue to develop and practice skills as specified. Homeless students/families will continue to receive communication and services from the Charters Valley School District. Communication will be regular and provisions are made to ensure, to the best of the District's ability, the Continuity of Education for these students.

**Nursing Services** – School nurses have posted informative articles and fact sheets as well as places to go for additional information in regard to COVID-19. They arranged to have medications stored at school picked up by parents if necessary. They continue to post new information in regard to the COVID-19 virus as well as links to professional sites.

**Outside service agencies** – For students who receive special education outside the district, contact with each site has been established and plans from those sites shared with families by the providers.





## EDUC. TOOLS/DEVICE ACCESS

Fortunately, the Chartiers Valley School District is 1-1 in grades 6 through 12, which means every secondary student has an individual, District-issued electronic device. All secondary students have taken District-issued laptops home and are familiar with the learning platforms utilized in their respective grade levels: Schoology in grades 9-12 and Google Classroom in grades 6-8.

Elementary students and educators utilize the Google Classroom learning platform. Educational communication occurs through Google Classroom during this extended closure.

Provisions have been made for students who have not have access to technology devices.



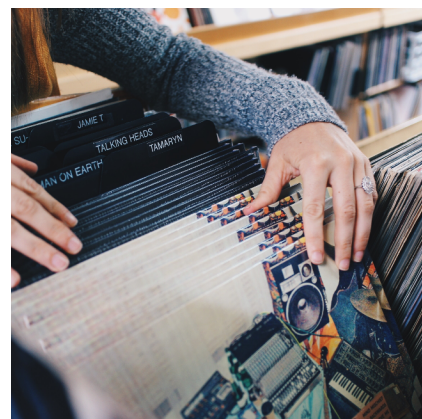
## PARENT RESOURCES

Via Google Classroom, a list of tutorials, resources, and additional information is provided from building principals.

Tutorials and resources support the instruction that is being provided by the teachers, inclusive of all technology being used for remote learning purposes.

Options to submit a request for a tutorial will be available through the Google Classroom sites.

Links to these various resources are available on the **District website**.



## COMMUNICATIONS

The Chartiers Valley School District has been and will continue to provide communication through a variety methods, including phone, text, email, website, Twitter, and Facebook, among various other platforms.

The District will continue to send correspondence throughout this unprecedented event as the crisis continues to impact our schools and surrounding community.

If there are any questions please contact the appropriate administrator listed in section 9, or refer to the District directory on the **District website**.



## SECTION 8: Resources

### Student Wellness and Staff Wellness and Support Services

#### Student Wellness

A variety of student and community wellness resources are available on the District Website designated COVID-19 pages and in weekly correspondence with the community:

- School Nurses have provided expertise and resources from local and national health agencies
- School Counselors have been integral in providing their students information regarding mental wellness, mindfulness practices, college application and acceptance procedures, scholarships, etc.
- Services provided by area food banks, public health agencies, child advocacy groups, etc.
- The Safe2Say Something help line remains in effect, and District administrators continue to respond to incoming tips.
- Therapy supports provided via teleconference

#### Staff Wellness

As part of staff wellness and health during such an unprecedented event, the District recognizes that it is imperative for our staff to be in a healthy state of mind and body.

Therefore, a collaborative **staff resource website** was developed to share resources including but not limited to: Health and Wellness, Financial Assistance, Medical Assistance, and other items.





## SECTION 9: Building Level Contacts

### High School

Principal, Mr. Patrick Myers - [pmyers@cvsd.net](mailto:pmyers@cvsd.net)

Assistant Principal, Mr. Robert Butts - [rbutts@cvsd.net](mailto:rbutts@cvsd.net)

Assistant Principal, Mr. Tim Murray - [tmurray@cvsd.net](mailto:tmurray@cvsd.net)

### Middle School

Principal, Dr. Michelle Welter - [mwelter@cvsd.net](mailto:mwelter@cvsd.net)

Assistant Principal, Dan Knause - [dknause@cvsd.net](mailto:dknause@cvsd.net)

### Intermediate School

Principal, Mrs. Julie Franczyck - [jfranczyck@cvsd.net](mailto:jfranczyck@cvsd.net)

Assistant Principal, Mr. Peter Schnitz - [pschintz@cvsd.net](mailto:pschintz@cvsd.net)

### Primary School

Principal, Mrs. Annisa Rosenwald - [arosenwald@cvsd.net](mailto:arosenwald@cvsd.net)

Assistant Principal, Mr. Marc Hubert - [mhubert@cvsd.net](mailto:mhubert@cvsd.net)

Staff Contacts located within the directory on the **District website**.



# CONCLUSION

This plan serves to provide direction and guidance in a time when we seem to have so little control over our surroundings. There is not a playbook for an unprecedented event such as this. We will learn and adjust as we move through this situation. It seems as if, in an instant, we are suddenly all novice educators and learners.

It is essential to be patient either as a parent, student, teacher, or administrator.  
"It's not what happens to you but how you react to it that matters." ~Epictetus

## KEY TAKEAWAYS:

- Be patient with yourself and others.
- Try each and every day.
- Follow guidelines from the Department of Health and CDC.
- Stay Calm.
- Smile.
- Wash your hands:)





# CHARTIERS VALLEY SCHOOL DISTRICT

Johannah M. Vanatta, Ed.D.  
Superintendent of Schools  
[cvsd.net](http://cvsd.net)