

Continuity of Education Plan

April 17, 2020

School District	Central Greene School District
Superintendent	Dr. Helen K. McCracken
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Goal of Plan

As a result of the school closure caused by the COVID-19 crisis, the Central Greene School District's goal is to make a good faith effort to provide all District students with a continuity of education through a carefully executed comprehensive learning plan.

Overview of Plan

The Continuity of Education Plan has been designed to embrace all avenues of learning: planned instruction, enrichment and review. It is not to be overwhelming to students or families, who may need to provide assistance to their children.

Initially, teachers were given procedures by which they were to apply to close the third quarter grades on time and in a consistent fashion with the direction to do so "to benefit the students." Then, three weeks' worth of assignments were sent home or provided virtually so that the plan could begin for all students on Monday, March 30, 2020.

To date, the plan will continue, offering assignments in three week blocks of time.

Students in grades K-5 were provided instructional packets that were either picked up by the parents on Friday, March 27, 2020 or sent home via US Postal Mail.

Students in grades 6-12 were provided a learning platform via Google Classroom. If students did not have access to the Internet, they, too were provided instructional packets that were either picked up by their families on March 27, or mailed home via US Postal Mail. Instructional packets were also provided by request if students did have Internet access, but still requested the hands on aspect of the packets.

Further plans for instruction include the use of instructional packets for students in grades K-2 and Google Classroom for students in grades 3-12. Students who do not have Internet access or who request them, will also be provided instructional packets. Further plans of instruction are the means by which instruction would continue after the initial phase (post the three weeks, or after April 17, 2020.) Again, instruction will be divided into three week sections of time until and if the administration decides to alter that timeframe.

Expectations for Teaching and Learning

The Central Greene School District understands the extremely complicated circumstances this crisis is presenting to our entire school community: our students, their families, our educators and staff. Further, each aforementioned entity is facing its own challenge at home. With these challenges in mind, the CGSD, remains sensitive to the unusual circumstances faced by all. Nevertheless, our students are receiving meaningful learning activities within the parameters of these unusual times. Students are expected to adhere to the timelines and schedules provided by their teachers for their tasks and learning assignments. Teachers have been directed that the amount of work to be completed within these times might not and in fact cannot align to the traditional classroom pace, especially in the case of paper packets. We ask their patient consideration to slow the instructional expectations down so that students have the time to adjust their learning pace to include getting assistance from both their grownups at home and, most importantly, their teachers via the school setting. The pace can, obviously, be a bit faster via the technological setting. Needless to say, we just want to be sure all of our students get comfortable in whatever means of planned instruction they are receiving so that they can find a true comfort level in order for higher levels of success to ensue. From a curricular standpoint, philosophically, the Central Greene School District believes in the overarching value on the focus on reading/English/language arts and math as fundamental learning foundations upon which a solid learning continuum can be built via any mode of planned instruction.

Communication Tools and Strategies

The Central Greene School District will use a variety of communication tools and strategies to ensure communication with parents and students ensues while executing our Continuity of Education Plan. We will use our one-call system which can simultaneously text/email and phone call each of our families to send communications and updates to the school community. The Superintendent has and will continue to send letters to the homes of each student so they have tangible sources of information in their hands. The District website has and will be used to post District communications in a central location. Principals will use similar means by which to post both motivational and factual information to their staff, families and students. Teachers will be using the tools provided by the District like "Classroom Dojo" and "Remind" as well as email, Google Classroom and phone calls home to share information and answer questions. Our teachers have access to other Google tools by which they can communicate with their students and their families. Administrators have developed an ongoing list of Frequently Asked Questions for their staffs through which they respond to queries regarding different aspects of teaching and learning so that teachers can all receive similar answers and stay consistently on the same page. Administrators initially met with the Superintendent in real time and then through Zoom meetings so that implemented procedures and processes were consistent throughout the district.

Access (Devices, Platforms, Handouts)

Access to learning materials is provided through paper instructional packets and through Google Classroom. Zoom/video conferencing is also used when appropriate. Online access is not consistent throughout the district so the instructional packets help to equalize the learning access with those students who do not have Internet access with those who do. In a letter home to all parents, the Superintendent made the school community aware of internet access available through Comcast at www.internetessentials.com for those families who qualify for the program to help close our "Internet gap." This suggestion does not stop our learning progress moving forward.

Staff General Expectations

The staff is expected to create a daily schedule that meets the needs of their students and share that schedule with their students and their families and their principals. A sample template was shared with the staff for this purpose. The shared template was only a suggestion and the teachers are modifying the suggestion to meet the needs of their students since the students are in different grade levels and at differing developmental levels. Communication through phone and US postal mail is encouraged for students without Internet access. The staff is expected to continue to focus mainly on planned instruction (enrichment and review where it is appropriate) in a good faith measure to reach as many students as possible.

Student Expectations

Students are expected to follow appropriate parts of their teachers' schedule to the degree possible, to complete the work provided for them and to interact with their teachers as necessary. When needed and as directed, students should interact with their teachers for appropriate planned instruction, questions and feedback.

Attendance / Accountability

Teachers are accountable to their administrator for instructional leadership as always and as needed. Teacher attendance will be ascertained by teacher communication with his/her administrator. Student attendance will be assessed by participation in Google Classroom and the return of completed instructional packets.

Good Faith Efforts for Access and Equity for All Students

The Central Greene School District is making good faith efforts for access and equity for all students by the use of instructional packets and the use of Google Classroom. Many teachers are enhancing at least minimal good faith efforts by using Zoom for both class and parent communication and by making phone calls and emails to the home. All efforts made by teachers and administrators in the CGSD are made with the intent of equity for all of our students.

The Central Greene Food Service Department is providing "grab and go" breakfast/lunches (in the same bag) at two of our three schools and at eight other locations throughout the district. On Fridays, food is provided for the weekend. On some weekends, lunches have numbered between 3,500 and 4,500. Food is provided during school days between 11:00 AM and 1:00 PM.

Special Education Supports

The Director of Special Education engaged in a Zoom meeting with the special education staff to review teacher expectations and answer questions. Teachers will communicate learning goals via instructional learning packets, Google Classroom, video conferencing (like Zoom) and phone calls. To the degree possible, a good faith effort will be made to obtain the level of individual/small group instruction that was in place prior to March 13, 2020 and that aligns with each student's IEP goals. Parent contact will be documented in IEP Writer in the "Parent Contact Log." Teachers have created schedules on how they are aligning their work day to meet the needs of their students. This process applies to all levels under the umbrella of the Director of Special Education.

EL Supports

The Director of Special Education engaged in a Zoom meeting with the EL instructor to review teacher expectations and answer questions. The teacher will communicate learning goals via instructional learning packets, Google Classroom, video conferencing (like Zoom) and phone calls. To the degree possible, a good faith effort will be made to obtain the level of individual/small group instruction that was in place prior to March 13, 2020 and that aligns with each student's learning goals. Parent contact will be expected to be documented appropriately. The teacher has created a schedule on how she is aligning her work day to meet the needs of her students. This process applies to all levels under the umbrella of the Director of Special Education including EL Supports.

Gifted Education

The Director of Special Education engaged in a Zoom meeting with the special education staff to review teacher expectations and answer questions. The teacher of gifted students will communicate learning goals via instructional learning packets, Google Classroom, video conferencing (like Zoom) and phone calls. To the degree possible, a good faith effort will be made to obtain the level of individual/small group instruction that was in place prior to March 13, 2020 and that aligns with each student's IEP goals. Parent contact will be documented in IEP Writer in the "Parent Contact Log." The teacher has created a schedule on how she is aligning her work day to meet the needs of her students. This process applies to all levels under the umbrella of the Director of Special Education including Gifted Education.

Building/Grade Level Contacts

High School Principal (grades 9-12): Mr. Bob Stephenson bstephenson@cgsd.org
Middle School Principal (grades 6-8): Mr. Justin Stephenson (jstephenson@cgsd.org)
(Acting) Middle Principal (grades 6-8): Mr. Matthew Blair, Assistant to the Superintendent
mblair@cgsd.org
Elementary School: Principal (grades K-5): Mr. Scott Headlee, sheadlee@cgsd.org
Assistant Elementary Principal, Mrs. Edith Woods ewoods@cgsd.org

Resource Links

Alphabetized List
Resource links supplied to teachers for their use and/or reference:

[Big Ideas Math](#): Grades 6-12 Math

[Clever](#): The district portal where students access many of the applications and programs through a login or a QR code. [Clever Tutorial](#)

[Code.org](#): Coding Curriculum by grade level.

[Common Sense Media](#): Age-appropriate movies, books, apps, TV shows, video games, websites, and music

[CommonLit](#): Reading Passages and Literacy Resources.

[Discovery Education](#): Digital textbooks and educational resources for all grade level and content areas K-12.

[Gale Library Resources](#): Middle School Library Resources, magazines and eBooks for all subject areas.

[Gale Library Resources](#): High School Library resources, magazines and eBooks for all subject areas.

[iReady Math](#): K-5 Math Resources

[Khan Academy](#): Online Courses, Lessons, and Practice

[Library of Congress](#): Resources for kids, teens, educators, and parents. It includes access to classic literature, poetry, webcasts of famous authors, recommended reading lists, and more.

[MyHrw](#): Portal for middle school Social Studies, Science and English Language Arts curriculum based materials and activities.

[myPLTW](#): Project Lead the Way Grades 6-12

[Power Library Resources](#): Resources for all Subject areas

[Quizlet](#): Practice in World Language, Sciences, Arts and Humanities, Social Studies, and Math.

[Scholastic Learn at home](#): Resources for families, educators and students

[Study Island](#): Elementary ELA, Math and Science

[Xello](#): Career Exploration and Planning

[Zoom](#): Video Conferencing

[Google Classroom for Parents](#)

[Pennsylvania Department of Health website](#)

[Centers for Disease Control and Prevention \(CDC\) website](#)