

## Continuity of Education Plan

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### Goal of Plan

The goal of the Karns City Area School District Enrichment and Review Continuity of Education plan is to provide students with enrichment and review opportunities rooted in content that has already been learned in order to prepare them for success beyond their current grade levels. In order to enrich their learning, students will apply previously-learned content to new learning experiences if the closure is extended beyond the current return date.

At the high school level, planned instruction will begin on April 13. The goal of delivering planned instruction is to build upon content that has already been learned so that students can apply previously-learned content to new situations within and beyond the school walls.

### Overview of Plan

With regard to the mission of providing a quality education in a safe and caring environment, the District will offer enrichment and review at all grade levels beginning March 30, while practicing flexibility and understanding of each student's individual learning needs and familial circumstances. Enrichment and review consists of informal activities to reinforce or extend students' prior learning. After April 10, elementary students will continue to receive enrichment and review in the form of paper-based packets. They will have regular opportunities to receive support from teachers via Class Dojo and email.

Planned instruction will begin to take shape for students in grades 7-12 with online access to materials beginning on April 13. 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 will 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. Some students do not have access to the Internet. Therefore, they will continue to receive enrichment and review materials in the form of a paper-based packet. They will be asked to extend their prior knowledge to new materials as the closure continues, but they should have the prerequisite knowledge to complete the new materials.

Throughout each school day, teachers, counselors, and administrators will be available to students via phone, email, Google Meet, and Class Dojo (elementary) to provide students with feedback and support as they navigate this new approach to learning. Through regular communication via the District website and Blackboard Connect with students and parents, the District will provide all constituents with up-to-date information regarding the school closure and remote learning. With regard to the vision of fostering productive and caring citizens prepared to grow intellectually, socially, and emotionally, the District will continually adapt to meet the students' needs by making faculty, staff, and administration available via email, phone, Google Meet, and Class Dojo. The transition to remote learning in such a short amount of time will require all of us to apply critical-thinking and collaboration, two skills heavily rooted in the District's vision of producing lifelong learners.

#### Expectations for Teaching and Learning

The District will employ enrichment and review during the first two weeks of the closure (March 30 to April 10) for all students (K-12). Enrichment and review materials will be made available in various forms to meet all students' needs. At the high school, each content area teacher has created a Google Classroom, which will serve as the primary means of delivering enrichment and review content. Students will access the District website to find teachers' Google Classroom join codes. Once students are connected to their teachers' Google Classrooms, they will access enrichment and review materials and submit them to their teachers via Google Classroom when they are completed. Students will not be graded for accuracy during this 2-week period, but teachers will keep track of the assignments students turn in; this tracking measure will be used to assist in tracking attendance and student involvement throughout the learning process. Beyond Google Classroom, teachers and students will engage in synchronous learning when students' and teachers' schedules permit. Synchronous learning will take place via Google Meet, and it will be a tool for teachers to check in with students regarding their progress with enrichment and review; Google Meet will also provide teachers and students the opportunity to meet and discuss understanding of content. Some students have Internet access but lack a viable device on which to complete enrichment and review; therefore, a school-issued Chromebook will be provided to these students. Secondly, enrichment and review content will be delivered in the form of paper packets for students who do not have Internet access. Students will pick up these packets at the high school. Because these students do not have access to Google Meet, like those with Internet access, they can call the high school to discuss their work with the building principals, should they have questions. If the administrators cannot answer the question, they will serve as a mediator between the students and teachers. The District does have a tool that allows teachers to call students from home using a school phone number, so as not to provide students with teachers' personal phone numbers. Students will engage with content from each of their scheduled classes. For some classes, like physical education, students will be expected to keep logs of their application of previously-learned content. They can submit their logs via Google Classroom or they can submit them when they return to school. For all students with packets, they will be expected to return their packets when school resumes. If school does not resume, the District will provide students with self-addressed envelopes so that they can return their packets. Packets will be available throughout the closure as students complete them; they will be mailed to students who need them if the closure is extended.

After the first two weeks of the closure, beginning on April 13, the high school (grades 7-12) will begin planned instruction. Teachers will continue to use Google Classroom to deliver content; they will also continue to be available via Google Meet and email. Teachers will be expected to take into consideration each student's needs and adjust instruction to meet said needs. With regard to content, students will receive planned instruction in each of the courses for which they are scheduled. Daily lessons are expected to take students between 30-40 minutes. Students who cannot access the Internet and therefore need packets, will continue to receive enrichment and review materials. At the elementary level, an asynchronous learning platform will be employed. Enrichment and review materials will focus primarily on math, reading/ELA, and science. At the elementary, each teacher has created a Class Dojo account and this will serve as one of the modes of communication for student learning activities. Additionally, the information will be posted on the district website under the "For Students" tab.

#### Communication Tools and Strategies

Parents, students, and community can expect communication via the District website on a weekly basis. Important information regarding the continuity of education can be found at [www.kcasdk12.org](http://www.kcasdk12.org).

Furthermore, high school teachers have created Google Classrooms and will use this platform to post enrichment and review content. Teachers and administration will also use Google Meet to host office hours for students when they have questions regarding their school work. High school personnel will also use school-issued Gmail accounts to communicate with students.

At the elementary level, teachers will use two primary platforms of communication. First, they will use Class Dojo to communicate updates regarding enrichment and review content. This tool will also allow teachers to communicate with students and parents when they need to provide educational assistance (e.g., tutoring, feedback, etc.). Class Dojo is a tool that nearly all elementary teachers had used prior to the COVID-19 closure. At this point, all elementary teachers use this tool.

K-12 Special education teachers, administration, and guidance counselors have been given access to a phone feature, which allows them to assign their personal phones school-issued phone numbers, to contact students on their caseloads and support them as needed. Teachers will be given access to this tool on an as-needed basis. All families--K-12--will receive important information via US mail when the administration feels it is necessary to send home important information.

#### Access (Devices, Platforms, Handouts)

At the high school level, the majority of enrichment and review and planned instruction will be delivered to students online via Google Classroom. A district-wide call was launched the week before the District continued education; the call indicated that students with Internet service and a viable device can access their classes online beginning March 30. The communication also stated that students with the Internet but without a viable device could sign out a District-issued Chromebook on Monday, March 30. Some students do not have access to viable devices or the Internet; as a result, families were encouraged to call the school and secure paper-based packets that match the content

being delivered online. In summary, students at the high school level will access materials via Google Classroom or paper-based packets.

At the elementary level, students will receive enrichment and review materials in the form of packets. Parents can download materials from the District website or access the same materials via Class Dojo. Parents who cannot access materials online for download can pick them up at the high school. Class Dojo and the District website will be the primary communication platforms for delivering packets.

#### Staff General Expectations

K-12 staff are expected to be available throughout contractual hours during days school would normally be in session. They are expected to check their emails numerous times throughout the day. With regard to lesson plans, teachers have created two weeks' worth of lesson plans and will continue to submit them if the closure is extended. Both elementary and high school staff have participated in and will continue to participate in Google Meetings with the administration to discuss the at-home learning process. These meetings will occur on a weekly basis.

At the high school, teachers are expected to monitor their Google Classrooms daily to check for student submissions. Likewise, they will check their emails daily and respond to student questions throughout the normal school day. Teachers will also use Google Meeting to hold office hours for students and to be available to them should they have particular educational needs. Teachers will not grade students' work for accuracy throughout the first two weeks of remote learning; however, teachers will keep track of the work that students submit. Teachers are expected to concentrate on the quality of the feedback they provide students rather than on grades. As the high school transitions into planned instruction, it will begin grading student work.

With regard to enrichment and review content, teachers have been asked to create lessons using content that has already been explored; this constitutes review. Furthermore, they have been asked to create lessons that ask students to apply previously-learned content to new concepts; this constitutes enrichment. At both the elementary and high school levels, teachers have been asked to submit their lesson plans to a shared Google Folder so that all lessons can be accessed by the administration for review.

As teachers at the high school level begin creating planned instruction lesson plans, they are expected to create plans that require students to use prerequisite knowledge they should have garnered while at school this year.

At the elementary, teachers are expected to monitor their email and ClassDojo accounts daily. They will respond to student and parent questions through these platforms in addition to telephone calls as needed. Students are asked to maintain a folder with their completed schoolwork. Teachers will assess student work upon return to school.

#### Student Expectations

At the high school level, students are expected to check their emails daily for updates from their teachers, administrators, and guidance counselors if they have Internet access. For the most part, students will participate in asynchronous learning online; they will log in each day to see the

enrichment and review materials that have been posted. They will work on those assignments during times that fit their schedules, but they will be expected to submit those assignments to their teachers within a reasonable amount of time. If students are not able to submit assignments within a reasonable amount of time, teachers will reach out to their students to see what they need to progress.

#### Attendance / Accountability

Generally speaking, all students are assumed to be in attendance. Over the first two weeks of distance learning (March 30 to April 13), if teachers notice that students are not engaging in online activities, they will record this and notify an administrator. Teachers and principals will call families whose students are not participating to remove barriers to participation. Asynchronous learning will take place. However, synchronous opportunities will be offered through Class Dojo (elementary) and Google Meeting. Teachers will be able to track student engagement using these tools. Likewise, attendance and accountability can be tracked based on students' submitting their assignments.

#### Good Faith Efforts for Access and Equity for All Students

Reasonable and appropriate supports are in place to meet the needs of all learners. By providing students access to the same content in various forms (through technology or paper-based packets) equity will be achieved. Students' ability to access content--online or in paper-based forms--have been met. Throughout the learning process, teachers, administrators, guidance counselors, nurses, and psychologists will be available by email, Google Meeting, and phone (when needed) to help meet students' education and non-education needs.

#### Special Education Supports

Once virtual learning begins, the Karns City Area School District will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of the students with disabilities and those individuals providing education, specialized instruction, and related services. During the extended closure, the school district will provide special education and related services through distance instruction provided virtually, online, recorded videos, live videos, live chats, phone calls, emails, or other modes set up by the special education teacher.

Each special education teacher or therapist will make reasonable efforts to ensure that all virtual live conferencing is confidential, and access is limited to the students in the assigned groups. The teachers and families are expected to review and implement guidelines set for ensuring the confidentiality rights of all students are protected during instructional methodologies, which will include group communications and group video conferencing.

The IEP team will work collaboratively to monitor progress through virtual distance opportunities. All timelines in regards to evaluation, reevaluations, and IEP conferences will be held within the timelines offering families the opportunity to participate live via google meet, phone conference, or having documents mailed home for review. Draft copies of all documents will be available for parents to view prior to and during the scheduled meeting. For the evaluations and reevaluations that can be finished

due to face to face assessments, parents will be notified by the school psychologist and a NOREP will be issued halting the continuation of the evaluation and/or reevaluation. All evaluations where assessments have already occurred and/or a review of records can be completed, will be completed within the given timelines.

Any student that is not currently attending a building within the KCASD will be provided virtual learning through the school they attend. The KCASD and/or outside placement will provide materials, documents, and an outlined plan to each of the students receiving education in another location.

Chromebooks, adapted materials, uploaded manipulatives, uploaded resources, and google accounts are provided to all special education students. Each special education teacher has released contact information and/or created google classrooms for providing ongoing assistance. For students that do not have internet connections, paper copies and phone conferences are scheduled to provide services.

#### EL Supports

The District does not have any ELL students; however, the District does have an ELL/ESL certified teacher should the need arise.

#### Gifted Education

The school district will provide gifted education through distance instruction provided virtually, online, recorded videos, live videos, live chats, phone calls, emails, or other modes set up by the gifted support teachers.

Each gifted teacher will make reasonable efforts to ensure that all virtual live conferencing is confidential, and access is limited to the students in the assigned groups. The teachers and families are expected to review and implement guidelines set for ensuring the confidentiality rights of all students are protected during instructional methodologies, which will include group communications and group video conferencing.

The GIEP team will work collaboratively to monitor progress through virtual distance opportunities. All timelines in regards to evaluation, reevaluations, and GIEP conferences will be held within the timelines offering families the opportunity to participate live via google meet, phone conference, or having documents mailed home for review. Draft copies of all documents will be available for parents to view prior to and during the scheduled meeting. For the evaluations and reevaluations that can be finished due to face to face assessments, parents will be notified by the school psychologist and a NORA will be issued halting the continuation of the evaluation and/or reevaluation. All evaluations where assessments have already occurred and/or a review of records can be completed, will be completed within the given timelines.

Chromebooks, enrichment materials, uploaded resources, and google accounts are provided to all gifted education students. Each gifted teacher has released contact information and/or created google classrooms and google meets for providing ongoing gifted supports. For students that do not have internet connections, paper copies and phone conferences are scheduled to provide services.

Building/Grade Level Contacts
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Karns City High School - Mike Stimac, Principal, Grades 7-9 (724-756-2030 / mstimac@kcasdk12.org); Brenda Knoll, Principal, Grades 10-12 (724-756-2030 / bknoll@kcasdk12.org); Chicora Elementary - Shane Spack, Principal, Grades K-6 (724-445-3680 / sspack@kcasdk12.org); Sugarcreek Elementary - Jeff Wagner, Assistant Principal, Grades K-6 (724-545-2407 / jwagner@kcasdk12.org); Special Education - Jennifer Jamison, Special Education, Grades K-12 (724-756-2030 / jjamison@kcasdk12.org)
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Resource Links
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<a href="http://www.kcasdk12.org">www.kcasdk12.org</a> <a href="http://www.butlertec.us">www.butlertec.us</a>
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