

Continuity of Education Plan

School District	Chambersburg Area School District
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Goal of Plan
The goal of the Continuity of Learning will be project based learning with topics that will enable rigorous learning with instruction and enrichment for our students. We are expecting high numbers of students and families to be involved in supporting the educational goals and plans for their children.

Overview of Plan

The Chambersburg Area School District has been working to provide a safe environment for staff and students; with orders from the Pennsylvania Department of Education of planned instruction and continuous learning activities for students in grades Kindergarten through 12. We are very pleased to announce that, beginning March 30, 2020 we will begin enrichment for all students and beginning Monday, May 4, 2020, projects for your children will be posted to their school's individual website that incorporate planned instruction for Mathematics and English along with enrichment from all content areas.

The projects will range in complexity and some of the projects will be separated into smaller segments for an easier approach for learning. There are different project concepts that have been selected for grade levels. We hope that the entire family can be involved in the creation of the projects with your child(ren). Many resources can be used to reference and research answers to questions. Be creative in your approach to assisting your child.

The Chambersburg Area School District teachers from your school will be reaching out to your family and children to give support. Communication from them may be in email, Zoom, Google Meet or even by phone. We want communication between teachers and families to be a key element during this process. These projects are for planned instruction and enrichment purposes for your child to support them during this time of school closure. The topics for the different projects are "Building a Positive Community", "Investigating Our World" and COVID – 19 and Its Impact". These topics will be developed to allow for activities involving Reading and Writing, Mathematics, Science, Social Studies and other subjects.

Expectations for Teaching and Learning

Building global competence not only equips students with the skills and attributes to compete in a global job market, but equally importantly it cultivates their abilities to effectively, appropriately, and respectfully share ideas, problem solve, communicate, and interact across cultures which is critical to their success.

This framework can be used with any content or discipline at any level of academic development. The framework is inclusive of four domains and aligned big ideas, essential questions, concepts, competencies, and standards and eligible content. Examples of aligned standards include but are not limited to – ELA, Mathematics, Civics, Environment/Ecology and Career Education. The framework is designed to give educators a initial point for teaching and learning that provides opportunity for building the skills and attributes of a globally competent individual.

The CASD projects infuses cross content standards into engaging projects where students may choose from three topics developed from the global competency framework - Building Positive Community, Investigating your World and Covid 19 and Its Impact. Topics are broken down by grade level where students are guided further by “I Can Statements”. The link below will provide additional detail.

[Enrichment Project Topics](#)

Teachers and staff connect, communicate and support students as they explore their topic during this time of school closure.

Communication Tools and Strategies
School Messenger Notification System
Google Meet and Zoom for Video Conferencing
Email, Remind, Class Dojo & See Saw
Social Media postings to Twitter, Facebook and Instagram
Phone calls from teachers
District website and School webpages
Google Classroom (LMS)
Schoology (LMS)
Sapphire Student Information System (LMS)

Access (Devices, Platforms, Handouts)

All materials are posted on the 17 school's websites

Paper handouts given at a central location for families not having electronic means

C3 online learning has Chromebooks

Career Magnet School has iPads

All other schools are using home technology

Google is being used in 16 schools

Schoology is used in Career Magnet School

Schoology will be implemented in May for the entire district

Staff are connecting with those who are using paper copies

Applied for Equity grant

Staff General Expectations

The Chambersburg Area School District has created an Elementary and Secondary Teaching and Learning Expectation document for the district staff. Teachers are afforded much flexibility in providing learning activities within their content areas and the time parameters provided.

This message was sent to our teachers for expectations for students and families.

To help cultivate a common definition of strong activities, please note the following expectations:

- Activities may be enrichment in nature in that they solidify and practice content and skills which were already taught.
- Instruction in Math and Reading is the expectation. Focus on content and skills which are essential in marking period four, and which are critical for success in future grade levels or courses.
- Emphasize engagement, not assessment. When you do assess, it is simply to check students' understanding.
- Activities should utilize a *variety* of modalities. Examples:
 - o Reading (documents online or directed to the web)
 - o Writing responses, reflections, journal entries, essays
 - o Student-to-student interaction through discussion boards
 - o Teacher-to-student interaction through discussion boards, messages, email, etc.
 - o Watching videos
 - o Utilizing students' skills and talents (drawing, music, creativity)
 - o Promote interaction with others – parents, family members, siblings, etc.
 - o Utilize video features to record yourself teaching a lesson
 - o Utilize video to have students record themselves completing a task or to demonstrate understanding
 - o Focus on formative assessment to help students monitor their own learning.
 - o The use of television such as WITF and Comcast and stating "Education" into the remote.
 - o Using the paper handouts from programs such as NewsELA, Eureka Math to intensify the learning process.

Offer choice whenever possible. This allows you to differentiate by ability, interest, and quantity. Choice also promotes student engagement and feelings of ownership. Emphasize higher-order thinking activities whenever possible. While activities are outlined by each Monday morning, the nature of the activities should promote and require ongoing teacher-to-student and student-to-student interaction throughout the week. Make learning fun when possible. Provide additional, optional challenges for students who are interested. Please do not simply upload worksheets and packets. While these are valuable tools, they do not constitute effective education alone, and we have the tools to move beyond those things. Staff will attend required training and Google Meet and/or ZOOM meetings, maintain open communication with families, work closely with grade level and departments to ensure consistent educational activities for students K-12 and work closely with student's special education case managers, EL teachers, and Gifted support to meet all student needs.

Student Expectations

Student expectations will be to review and perform the projects of to the best of their abilities. Teachers will be reaching out to families through various methods to connect with students. Encouragement from parents to assist their children to perform the instructional tasks will benefit their educational process.

Attendance / Accountability

Student engagement and participation will be monitored through task/activity completion. Teachers are not being asked to take attendance in a formal capacity due to non digital divide in our district. Teachers can communicate with principals and counselors on student disengagement so that others can assist if needed. Again, there could be several factors for disengagement due to this pandemic and we also want to work through any needs for students.

Good Faith Efforts for Access and Equity for All Students

The district has made good faith efforts to provide all students with the internet, resources, materials and other needed items throughout this process. We have prepared the learning projects and posted them to the website, social media, broadcasted over our district messenger system, radio announcement, and paper copies distributed from the administration building. Our district Wi-Fi for all 17 buildings have guest access for people to use the internet in the parking lots of the buildings. We have also given free service announcements to our families for Wi-Fi and other services needed at this time. We have requested teachers to reach out and have office hours so families can access their assistance in completing the projects. Our district administrative team is supporting all schools and assisting in communication and improving the enrichment of education process.

Special Education Supports

We all recognize that at-home learning presents unique challenges for our special education/504, reading support, EL, and gifted students. The best strategy is to communicate proactively and regularly with your students and families who are at the greatest risk of not accessing content. Per recently distributed state and federal guidelines, your responsibility is to provide a good faith effort in reaching all of your learners. This means providing adaptations and modifications whenever possible – as you would in the regular classroom. State and federal guidance indicates that there is latitude and the understanding that this will not always be easy or possible in the way that we have come to expect in the normal educational setting. Special education teachers, ESL teachers, gifted teachers, and reading specialists will facilitate activities and connections with their small groups. We also recommend collaboration between these teachers and regular education teachers.

The Chambersburg Area School District COVID-19 Special Education Plan is as follows:

1. Instruction

- The District will offer instruction in math and reading to all students
- Students receiving special education services will be provided the accommodations/modifications as determined appropriate and reasonable
- The special education teachers will collaborate with the general education teachers to provide accommodations/modifications to the project tasks via video conference, phone or email (based on parent preference and availability of resources)
- Special education teachers are communicating with families/students to offer support with the project as well as additional review/enrichment activities for students to work on during this time
- Related service providers are communicating with families/students via video conference, phone, email (based on parent preference and availability of resources)

2. Prior Written Notice

- CASD has provided a Prior Written Notice to all parents of children receiving special education services regarding the intent to provide educational activities that are reasonable and appropriate

3. Special Education Timelines

- The CASD Special Education Department will continue to adhere to special education timelines for all IEPs, RRs, ERs and other documentation.
- Meetings will be held via alternate platforms (i.e. video conferencing, phone conference or email)

4. Progress Monitoring

- CASD will continue to provide a modified form of progress monitoring as follows:
 1. Highly Engaged – Designates a student who actively participates in and attends sessions, completes work/tasks, and is proactive in communicating with the teacher/service provider, responds to communication/support (communicates more

than one time per week and/or completes optional tasks weekly)

2. Moderately Engaged – Designates a student who meets minimum expectations and/or is partially engaged, attends some learning sessions with teacher/service provider, responds to communication/support (at least one time per week and/or completes/works on optional tasks at least weekly)

3. Disengaged – Designates a student who is minimally engaged or virtually absent in the learning process with teacher/service provider (does not respond to communication and/or does not complete optional tasks)

- Teachers should track engagement via participation/communication with provider and completion of optional tasks
- Progress monitoring data will not hold any punitive/grading consequences but rather serve as documentation of student engagement

EL Supports

The schools are communicating with families through the EL teachers, Parent/Student liaisons and district interpreter. Each teacher is connecting with the students to discuss the project while incorporating review of the English language through reading, writing, speaking and listening activities. Teachers have been provided tools/resources for translation and interpretation support. The best strategy is to communicate proactively and regularly with your students and families who are at the greatest risk of not accessing content. Per recently distributed state and federal guidelines, your responsibility is to provide a good faith effort in reaching all of your learners. This means providing adaptations and modifications whenever possible – as you would in the regular classroom. State and federal guidance indicates that there is latitude and the understanding that this will not always be easy or possible in the way that we have come to expect in the normal educational setting. Special education teachers, ESL teachers, gifted teachers, and reading specialists will facilitate activities and connections with their small groups. We also recommend collaboration between these teachers and regular education teachers.

Gifted Education

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Building/Grade Level Contacts

Dr. Dion Betts - Superintendent
Dr. Janylyn Elias - Assistant Superintendent
Dr. Mark Long - Assistant Superintendent
Dr. Angie Pollock - Andrew Buchanan Elementary School
Mr. Shawn Kimple - Benjamin Chambers Elementary School
Mr. Shawn Stenger - Chambersburg Area Career Magnet School
Mr. Kurt Widmann - Chambersburg Area Middle School North
Mrs. Melissa Cashdollar - Chambersburg Area Middle School South
Mr. Bradley Ocker - Chambersburg Area Senior High School
Dr. Sarah Herbert - Falling Spring Elementary School
Mr. Andrew Nelson - Fayetteville Elementary School
Mr. Paul Swope - Grandview Elementary School
Dr. Sarah Herbert - Guilford Hills Elementary School
Mr. Jeremy Barnes - Hamilton Heights Elementary School
Mr. Paul Swope - Lurgan Elementary School
Dr. Angie Pollock - Marion Elementary School
Mr. Richard Snyder - New Franklin Elementary School
Mr. Thomas VanArsdale - Scotland Elementary School
Mr. Richard Snyder - South Hamilton Elementary School
Mr. Thomas Knepper - Thaddeus Stevens Elementary School
Ms. Gail Schuyler - C3 Online Cyber

Resource Links

District Website links to outside providers- <https://www.casdonline.org/Page/17625>

National Geographic Kids - <https://kids.nationalgeographic.com/>

Smithsonian Learning Lab - <https://learninglab.si.edu/>

Time for Kids - <https://www.timeforkids.com/>

DOGO News - <https://www.dogonews.com/>

Library of Congress - https://loc.gov/
PBS Kids - https://pbskids.org (Hero Maker)
Free Audible Books: https://www.audible.com/ep/FreeListens
Borough of Chambersburg - http://www.borough.chambersburg.pa.us/
Franklin County, PA Website - https://www.franklincountypa.gov/
Newsela - https://newsela.com/
Epic - https://www.getepic.com/
RazKids - https://www.raz-kids.com/
Scholastic - https://www.scholastic.com/home/
Khan Academy - https://www.khanacademy.org
WITF Television Station
Local Radio Stations
Eureka Math
Zurn Math