

RCECS Continuity of Education Plan

March 30, 2020

Goal of Plan

The goal of the RCECS Continuity of Education Plan is to provide educational learning opportunities that reinforce and extend prior learning during Governor Wolf's mandated school closures due to COVID-19. Teachers and staff will provide learning opportunities through virtual platforms and other routes of access. This good faith effort acknowledges the need to provide for all students, regardless of disability, economic status, or ELL status, to the extent feasible.

Overview of Plan

RCECS will provide a continuity of education through the "Enrichment and Review" model as endorsed by the Pennsylvania Department of Education. No new skills or standards will be taught during the implementation of this Continuity of Education Plan. Through digital platforms, such as ClassDOJO and Facebook, students will be provided weekly enrichment and review choice boards which will include a variety of learning activities in the following subject areas: Reading and Writing, Math, Spanish, and Specials (Art, Music, and Physical Education). Participation and completion of learning activities will be optional.

Expectations for Teaching and Learning

The following course content will be reviewed and enriched through the Continuity of Education Plan:

	Reading & Writing	Math	Spanish	Specials (Art, Music, Phys. Ed.)
Grades K - 2	PA Core Aligned ELA Curriculum Framework 1.1 Foundational Skills 1.4 Writing Competencies	PA Core Aligned Mathematics Curriculum Framework Grade K Grade 1 Grade 2	The Spanish Language Development Standards	PA Curriculum Framework for Visual Art PA Curriculum Framework for Music Physical Education *Healthful Living *Physical Activity *Concepts, Principles and Strategies of Movement
Grades 3 - 5	PA Core Aligned ELA Curriculum Framework 1.1 Foundational Skills	PA Core Aligned Mathematics Curriculum Framework Grade 3 Grade 4	The Spanish Language Development Standards	PA Curriculum Framework for Visual Art PA Curriculum Framework for Music

RCECS Continuity of Education Plan

March 30, 2020

	1.4 Writing Competencies	Grade 5		<u>Physical Education</u> *Healthful Living *Physical Activity *Concepts, Principles and Strategies of Movement
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Communication Tools and Strategies

Communication for elementary parents and students can be accessed through ClassDOJO and the school's Facebook page "Roberto Clemente Elementary Charter School". Every effort will be made to post messages in both English and Spanish. For the duration of the school closure due to COVID-19, new and/or updated learning activities will be posted every Monday morning at 9:00 a.m.

The elementary school counselor's office and a team of staff will attempt to call every student's family to direct them to online learning activities.

For organizational updates, information will be communicated through the Roberto Clemente Charter School website, www.myrccs.com, and through the OneCall automated messaging system.

Access

ClassDOJO will be the primary platform for students and parents to access enrichment and review opportunities. Learning activities will also be posted on Facebook when possible. As needed, learning activities will be emailed or mailed via USPS to families who have barriers to technology devices or internet connectivity.

General Staff Expectations

	Availability - Regular, Contracted Work Hours M - F	Roles & Responsibilities	Parent Communication/ School Communication
Homeroom Teachers	7:30 a.m. - 3:30 p.m.	Weekly- Update reading & writing and math learning activities Daily- Provide feedback to parents and families for continuum of learning, not as a means of assessment Daily- Provide additional learning activities to families as requested	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)
ESL Teachers	7:30 a.m. - 3:30 p.m.	Weekly- Update reading and language learning activities	Respond within 24 hours (Administration may request

RCECS Continuity of Education Plan

March 30, 2020

		<p>Daily- Provide feedback to parents and families for continuum of learning, not as a means of assessment</p> <p>Daily- Provide additional learning activities to families as requested</p>	<p>response in less than 24 hours during normal working hours as needed)</p>
Special Education Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update reading & writing and math learning activities</p> <p>Daily - Provide feedback to parents and families for continuum of learning, not as a means of assessment</p> <p>Daily - Provide additional learning activities to families as requested</p> <p>As needed- Continue to write IEPs and hold meetings as required by timelines</p>	<p>Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)</p>
Spanish & Specials Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update subject-specific learning activities</p> <p>Daily- Provide feedback to parents and families for continuum of learning, not as a means of assessment</p> <p>Daily- Provide additional learning activities to families as requested</p>	<p>Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)</p>
Instructional Support Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update subject- specific learning activities</p> <p>Daily- Provide feedback to parents and families for continuum of learning, not as a means of assessment</p> <p>Daily- Provide additional learning activities to families as requested</p>	<p>Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)</p>
Instructional Coach	7:30 a.m. - 3:30 p.m.	<p>Weekly- Provide additional learning resources to teachers</p> <p>Daily- Provide feedback to parents and families for continuum of learning, not as a means of assessment</p>	<p>Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)</p>

RCECS Continuity of Education Plan

March 30, 2020

		Daily- Provide additional learning activities to families as requested	
Certified School Nurse	7:30 a.m. - 3:30 p.m.	Weekly- Identify possible learning activities to post for students Weekly- Professional Development As needed- Parent contact As needed- SHARRS reporting	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)
Teacher's Aides	8:30 a.m. - 3:00 p.m.	Weekly- assist grade level teachers with development of learning activities as needed Weekly- Assigned Professional Development	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)
School Counselor	7:30 a.m.- 4:00 p.m.	Weekly- Update learning activities Weekly- Check-in with families and students As needed- virtual or telephone counseling/mentoring	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)
Receptionist & Administrative Assistant (AA)	7:30 a.m.- 4:00 p.m.	Weekly- provide support and assistance to the principal and staff in meeting the needs of students and families Weekly- Communicate with families of students who may not be regularly participating or accessing learning materials Daily- Respond to parent questions	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)

Student Expectations

During each week of the shutdown, students will access an "Enrichment and Review Choice Board" which include the following directions:

"Students should choose one activity from each column to complete each day. Print a copy of this choice board (if you can) and circle the completed activities. Students can also keep a journal of the activities they are completing."

Teachers should track student participation and connection for the purpose of identifying students who are (and who are not) accessing the provided learning activities. Doing so will also allow school staff to contact

RCECS Continuity of Education Plan

March 30, 2020

families and support student participation. Weekly choice boards will provide approximately 2 hours of instructional activities per weekday.

Attendance and Accountability

Formal attendance will not be taken. Students and families are encouraged to contact teachers to share completed work. Through ClassDOJO, teachers will contact parents to verify if they received the weekly choice board. Teachers will provide feedback on student participation for the continuum of learning, not as a means of assessment.

Good Faith Efforts for Access and Equity for All Students

There are significant equity and access challenges when attempting to institute mandatory virtual learning. There are a number of students and families without internet access (or without stable internet access) in their homes. Many elementary students do not have a parent or other adult who may be available or able to support online learning (a number of elementary parents work in sectors that are deemed “essential”). Many elementary families include more than one child who may need to access the same learning device. For these reasons and for others not described, this continuity of education plan will be optional for all students.

Special Education Supports

During the shutdown, special education teachers will develop enrichment and review activities that incorporate and address the learning needs of students receiving special education services. Students with IEPs will continue to receive asynchronous support from a certified Special Education teacher. Collaboration with related service providers (Speech, OT, etc.) will occur to determine how services will be provided either during or following the shutdown. Collaboration with regular education teachers is encouraged and expected.

English as a Second Language (ESL) Supports

During the shutdown, ESL teachers will develop enrichment and review activities that incorporate and address the learning needs of students receiving English as a Second Language services. Students who are English Learners will continue to receive asynchronous support from an ESL certified teacher. Collaboration with regular education teachers is encouraged and expected.

Professional Development

During the shutdown, RCECS instructional staff will be provided online/distance learning resources, updated on federal, state, and local mandates and guidance, and directed towards available professional development opportunities through online platforms. In addition, other professional development activities are being assigned as appropriate:

- All instructional staff: PDE FAQs - <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Pages/AnswersToFAQs.aspx>
- Special Education: Recorded webinars, information/guidance from Carbon Lehigh Intermediate Unit #21, PDE, USDE

RCECS Continuity of Education Plan

March 30, 2020

- ESL: Carbon Lehigh Intermediate Unit #21 ESL Zoom Meetings
- Teacher's Aides: [Para-ed trainings available through PATTAN](#)
- Principal/Assistant Principal: Weekly Zoom Meetings with Carbon Lehigh Intermediate Unit #21 (Special Programs & Services and Curriculum & Instruction)

Building Level Contacts

[Elementary Staff List](#)

Resources

- Parent communication and posting of learning activities: www.classdojo.com
- Staff technology support: helpdesk@myrccs.com