



Instructional Continuity Plan

Pine Grove Area School District

Promoting Growth, Achievement, Success, and Direction for all children

Heath W. Renninger, Superintendent

Instructional Continuity Plan (ICP)

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Instructional Continuity Plan (ICP)

INTRODUCTION

This document is still in process and is subject to change as information is acquired from the Pennsylvania Department of Education.

In an effort to prepare for the extension of a mandated school closure beyond the indefinite closure announced by Governor Wolf, we will be implementing a flexible instruction format. We are intending to start planned flexible instruction beginning Tuesday, April 14, 2020. Prior to that, teachers are strongly encouraged to provide students with optional review and enrichment activities in order to re-engage them in the learning process. Establishing an environment conducive to learning prior to April 14th will be beneficial for students, teachers, and families to make this transition.

This is necessary for the safety of our students, our staff, and our community. It is imperative that we heed the guidance of government leaders and experts in the area of disease transmission in order to mitigate this current situation. We thank you for your willingness to heed the advice of social distancing, quarantining, and continued hand washing. The purpose of this document is to provide our community, staff, and students with direction of what education might look like if school closure is extended.

The district is in the process of ensuring that families have access to a device to connect to instructional content as well as online communication. The district will utilize online content depending on the grade level and content to meet the diverse needs of our students. Teachers will be given the option of utilizing content that is teacher-created or district-developed, along with technology-facilitated communication.

As a district, we will make every effort to provide special education and related services in accordance with a student's Individualized Education Plan (IEPs) and Section 504 plan. There may be circumstances that some accommodations may not be possible in an online educational setting. We ask that families communicate with your child's teacher and/or our special education director to ensure that needs are being appropriately met. Once school resumes to a normal schedule, our staff will return to providing education and special education services in accordance with student's IEP or 504 plan.

This Instructional Continuity Plan (ICP) includes information on device deployment as well as how students and teachers will engage in an online or distance learning format. Additional information can be located at our district website, www.pgasd.com.

Instructional Continuity Plan (ICP)

Notice for Virtual Learning

During this difficult time, the Pine Grove Area School District is committed to making a good faith effort to provide continuity of education, planned instruction, and appropriate and reasonable services for students while our school districts are closed due to COVID-19. One method of doing so is providing instruction and related services, to the extent it is appropriate, through video conferencing and other virtual/online platforms. Pine Grove Area School District has made reasonable efforts to ensure that such conferencing is confidential and access is limited to students in the assigned groups. However, some of these services will be provided in a group format and when this occurs students will be able to see other students in the group. In addition, Pine Grove Area School District is unable to control who else may be in the room in which a student is receiving these services remotely, including other family members or others who are living with the other students, who may observe the session and what other students are in the group.

Therefore, Pine Grove Area School District expects that all families will review and implement the following guidelines and expectations to ensure the confidentiality rights of all students are protected during instructional methodologies which will include group communications, and/or video conferencing.

1. Neither Pine Grove Area School District nor parent shall make or maintain recordings of the course content or classroom activity or other group communication that is conveyed via the virtual learning services. Recordings will be maintained of the live classroom instruction with the teacher present in the recording only for students who are unable to receive the instruction during the virtual instruction time period. Students will not be recorded.
2. Parent shall make every effort to ensure that no one other than the student scheduled to participate in a virtual learning service can see or hear the virtual learning service.
3. If parental or other third-party involvement in a virtual learning service is necessary to enable a student to participate, the individual assisting the student shall not re-disclose any personally identifiable information about any student involved in the virtual learning activity.
4. If the parent's electronic equipment malfunctions in any way, the planned virtual learning services will continue as scheduled.

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DEVICE DEPLOYMENT

First, we want to ensure that students and families have access to internet and a device in order to connect. Our hope is that each family or household has access to at least one device and internet connection.

- 1. Determine Need**
 - a. Survey student population to determine which households have internet access or internet connected device.
- 2. Make Contact**
 - a. Contact each family that is in need of device.
- 3. Deploy Devices**
 - a. Families that are in need of device will visit district office on designated date and time.
- 4. Sign Form**
 - a. Each family in need will sign out a device using an electronic version of Appendix A, Student Equipment/Material Use Acknowledgment Form, agreeing to return items when school resumes.

Technology Support:	
Question Related To:	Contact:
A class, an assignment, a resource	Relevant teacher
A technology issue/request	Email ITSupport@pgasd.com or call 570-345-2731 x339.
Any other issue related to virtual/flexible instruction	Mr. Janicelli, High School Principal, mjanicelli@pgasd.com 570-345-2731 ext 211 Ms. Mekosh, Middle School Principal, mmekosh@pgasd.com 570-345-2731 ext 331 Mrs. Burns, Elementary School Principal, sburns@pgasd.com 570-345-2731 ext 441

Instructional Continuity Plan (ICP)

INSTRUCTIONAL PLAN OVERVIEW

Our goal is to provide our teachers and students a multi-faceted approach that will meet the diverse needs of students with rigorous, yet reasonable learning expectations beginning **April 14, 2020**. One of each options or a hybrid of the two will be utilized by your classroom teacher.

Option 1	District-developed or teacher-created online resources using online platform (Schoology, school website) to review content, provide enrichment, as well as learn new content	Virtual video or audio conferencing (Zoom) to connect with teacher (virtual office hours)
Option 2	District-developed digital content to learn content and complete assignments (Study Island, Get More Math, etc.)	Utilizing Remind, email, or phone calls to connect with students

INSTRUCTIONAL PLAN – WEEK ONE

The first week of flexible instruction will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for April 14-17, 2020 will be posted to the school website www.pgasd.com, or Schoology by Tuesday, April 14th by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.

INSTRUCTIONAL PLAN – WEEK TWO AND BEYOND

The following weeks of flexible instruction will focus on developing **new** skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on school website www.pgasd.com, or Schoology on all subsequent Mondays by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

Instructional Continuity Plan (ICP)

DISTRICT ROLES AND RESPONSIBILITIES

DISTRICT	
Administrative Team	<ul style="list-style-type: none"> • Develop Flexible Instruction expectations for distance learning at each level. • Communicate regularly with faculty/staff and parents. • Support faculty/staff and parents during Flexible Instruction days. • Ensure effective implementation of Flexible Instruction Plan. • Participate in IEP, 504 and GIEP meetings. • Ensure the continuation of the Student Assistance Program (SAP).
Content Area, Special Area Teachers	<ul style="list-style-type: none"> • Collaborate with colleagues to design Flexible Instruction experiences for students. • Develop high-quality student learning experiences. • Communicate with and provide timely feedback to students. • Communicate with parents, as necessary. • Participate in IEP, 504 and GIEP meetings • Complete requested paperwork for IEPs, GIEPs and Evaluations
Special Education Teachers	<ul style="list-style-type: none"> • Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload. • Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons. • Ongoing communication with all parents and students on their caseload. • Planning and implementing high-quality learning experiences through online interventions. • Communicate with Instructional support staff and collaborate to assist in student learning. • Review and revise special education related documents. • Chair meetings related to IEPs, GIEPs, and 504s according to timelines. • Track services outlined in the IEP that you are obligated to provide but are not able to provide (frequency and minutes).
Guidance Counselors and Crisis Intervention Counselor	<ul style="list-style-type: none"> • Provide counseling lessons that students could complete at home based on the current curriculum. • Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing. • Respond to counseling needs of students, as needed. • Participate in IEP and 504 meetings as needed. • Complete requested paperwork for IEPs, GIEPs and Evaluations. • Ensure continuity of the processing of student files for college applications. • Support school advocacy with colleges, College Board, and other external bodies to ensure campus closure and its effects are understood.
Related Services (Speech, Social Work, Occupational Therapy & Physical Therapy)	<ul style="list-style-type: none"> • Collaborate with colleagues to design Flexible Instruction experiences for students. • Develop high-quality student learning experiences. • Ongoing communication with all parents and students on their caseload. • Review and revise special education related documents. • Participate in IEP and 504 meetings. • Complete input for IEPs and Evaluations. • Track services outlined in the IEP but are not able to be provided (frequency and mins).

School Psychologists	<ul style="list-style-type: none"> • Collaborate with families and staff on concerns related to student needs. • Complete Evaluations and Re-Evaluations for identified students within timelines. • Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing for assigned students. • Respond to counseling needs of students, as needed for assigned students. • Track services outlined in the IEP but are not able to be provided (frequency and minutes).
School Nurses	<ul style="list-style-type: none"> • Complete necessary screenings as identified or consult with families to complete these screenings. • Complete any required medical documents required by the PA Department of Health, local Department of Health, or district. • Consult with families and staff related to medical needs that are impacting a student's ability to access their education. • Collaborate with Non-Public schools in the district boundaries to support their medical needs. • Consult with the local Department of Health as needed.
Paraprofessionals	<ul style="list-style-type: none"> • Participate in virtual office hours with assigned teachers. • Under the direction of the teacher, communicate with students.

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FAMILY ROLES AND RESPONSIBILITIES

FAMILIES	
Students	<ul style="list-style-type: none"> • Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s). • Check appropriate online platforms for information on courses, assignments, resources daily. • Use teacher "office hours" for questions or support. • Identify a comfortable and quiet space to study/learn. • Engage in all learning posted with academic honesty and with good digital citizenship. • Submit all assignments in accordance with provided timeline and/or due dates. • Ensure own social and emotional balance by keeping healthy habits.
Parents	<p>Support their child(ren) in their learning by:</p> <ul style="list-style-type: none"> • Providing an environment and schedule conducive to daily learning (access to technology, safe and quiet space during daytime). • Engaging in conversations on posted materials, assignments, where appropriate. • Help students check appropriate online platforms for information on courses, assignments, resources daily. • Encouraging attendance, as much as possible, to any "office hours" offered by each of their child's teacher(s). • Collaborate with staff to schedule any direct meetings or sessions. • Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

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ELEMENTARY SCHOOL PLAN

Over the course of this flexible instruction time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning.

Teachers will communicate with students/parents through the use of the school's website as well as utilize our online subscriptions to engage students in rigorous learning. Teachers will be posting videos of instruction as well as weekly assignments. Teachers will also utilize videoconferencing sites like Zoom or communication websites like Remind to connect with parents and students.

It is imperative that we partner with our students' parent(s) in order to make this plan successful. Elementary school students are still developing their independence. A teacher-parent partnership is necessary for students to engage in a distance learning/flexible instruction format in order to understand tasks and access online resources. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Resources or instruction may differ for students with an IEP, GIEP, or 504 in place and will be communicated by the case manager.

We recognize and have taken into consideration that parents may have more than one child to guide in this process. Therefore, the time and number of assignments for the learning experience will vary for each grade level.

Content and Timing

The first week of flexible instruction will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for April 14-17, 2020 will be posted to the dedicated grade level page on the school website by Tuesday, April 14th by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.

The following weeks of flexible instruction will focus on developing **new** skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on school website on all subsequent Mondays by 8:00 a.m. This does not preclude a teacher from posting communication throughout the week in addition to the Monday morning posts.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

Schedule	
Monday/Wednesday/Friday	Tuesdays and Thursdays
8:30-9:30 AM Department/Grade level Collaboration	8:00 - 9:00 AM IEP Meetings/Team Collaboration
10:00 - 11:00 AM Teacher Virtual Availability	9:30-10:30 AM Teacher Virtual Availability
1:00 - 3:00 PM Teacher Virtual Availability	1:00 - 3:00 PM Teacher Virtual Availability

Online Platform	
School Website	http://www.pgasd.com
Remind	Depends on classroom teacher
Class Dojo	https://www.classdojo.com/
Zoom	Depends on classroom teacher
Math	
Everyday Math	https://em-ccss.everydaymathonline.com/g_login.html
Xtra Math	www.xtramath.org
Prodigy – Math Review	www.prodigy.com
Khan Academy	www.khanacademy.org
English Language Arts	
Reading Eggs	https://sso.readingeggs.com/login
Story Online	www.storylineonline.net
Read Alouds	www.justbooksreadaloud.com ,
Star Fall	www.starfall.com
ABC Mouse	www.abcmouse.com
Reading Rockets	http://readingrockets.org
Freckle	www.freckle.com
Science	
FOSS	https://www.fossweb.com/home
Learning Farm	https://www.learningfarm.com/
Additional Resources	
Study Island	www.studyisland.com
WITF	https://witf.org/learningathome and PBS Channel on TV

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MIDDLE SCHOOL PLAN

Learning can take place in many different formats and settings. This instructional continuity plan will allow our middle school students to utilize technology to connect with their teachers and learn new content, both independently and collaboratively. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Resources or instruction may differ for students with an IEP, GIEP, or 504 in place and will be communicated by the case manager

Over the course of the district closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of exploring content in each of their classes, even though they will not be physically present at school.

The clear goal for these days is to provide meaningful educational experiences while instruction occurs online, allowing students to interact, to engage, to grow, and ultimately, to learn.

Content and Timing:

The first week of flexible instruction will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for April 14-17, 2020 will be posted to the school website www.pgasd.com for 5th grade and Schoology for 6th - 8th grade by Tuesday, April 14th by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.

The following weeks of flexible instruction will focus on developing **new** skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on school website www.pgasd.com or Schoology on all subsequent Mondays by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

The flexible instruction format in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each week, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning.

Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work.

Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Total time for engagement in learning for each class, including reading, homework, work towards long term assignments, and assessments will depend on course and grade level.

Schedule	
Monday/Wednesday/Friday	Tuesdays and Thursdays
8:00-9:00 AM Departmental/Grade level Collaboration	9:00-10:00 AM Teacher Virtual Availability
9:30 - 11:30 AM Teacher Virtual Availability	10:30 - 11:30 AM IEP Meetings/Team Collaboration
1:00 - 2:00 PM Teacher Virtual Availability	1:00 - 3:00 PM Teacher Virtual Availability

Online Platform	
Schoology	https://app.schoology.com/login
School Website	https://www.pgasd.com/
Zoom	Depends on classroom teacher
Math	
Envision	www.pearsonrealize.com
Get More Math	https://gmm.getmoremath.com/student.html
Khan Academy	www.khanacademy.org
English Language Arts	
Scholastic	https://scope.scholastic.com
Time for Kids	www.timeforkids.com
Education Galaxy	www.educationgalaxy.com
Education.com	www.education.com
Readworks	https://www.readworks.org
Spelling City	https://www.spellingcity.com/
Socrative	https://socrative.com/
Science	
FOSS	https://www.fossweb.com/home
Science Kids	http://www.sciencekids.co.nz/topics.html
Additional Resources	
Study Island	https://app.studyisland.com/cfw/login/

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HIGH SCHOOL PLAN

During school closure, high school students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Resources or instruction may differ for students with an IEP, GIEP, or 504 in place and will be communicated by the case manager.

Content and Timing:

The week of Flexible Instruction will ensure that students are able to access the classroom materials and focus on skill review and practice before requiring any graded assignments.

Students are expected to log into Schoology on a daily basis. Teachers will be expected to give ample notice for graded assignments, understanding that not all students are able to log onto their computers at the same time. Similar to teacher response, students are expected to respond to teacher instructions within 24 hours during the school week.

The first week of flexible instruction will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for April 14-17, 2020 will be posted on Schoology by Tuesday, April 14th by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.

The following weeks of flexible instruction will focus on developing **new** skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on Schoology on all subsequent Mondays by 8:00 AM.
- Student are encouraged to check in with teachers during teacher virtual availability to ask questions or receive further explanation on content.
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 45-60 minutes per day, per class. Students enrolled in AP classes should expect to complete the curriculum as outlined by the College Board and as such, may have additional time commitments.

Schedule	
Monday/Wednesday/Friday	Tuesdays and Thursdays
8:00-9:00 AM Departmental/Grade level Collaboration	10:00 – 11:00 AM Teacher Virtual Availability
9:30 - 11:30 AM Teacher Virtual Availability	12:00 - 2:00 PM Teacher Virtual Availability
1:00 - 2:00 PM Teacher Virtual Availability	2:00-3:00 PM IEP Meetings/Team Collaboration

Online Platform	
Schoology	https://app.schoology.com/login
Zoom	Depends on classroom teacher
Math	
Envision	https://www.pearsonrealize.com
Get More Math	https://gmm.getmoremath.com/student.html
English Language Arts	
Open Culture	www.openculture.com
Project Gutenberg	https://www.gutenberg.org/
Common Lit	https://www.commonlit.org/
Science	
USA Test Prep	https://www.usatestprep.com/member-login
Additional Resources	
Study Island	https://app.studyisland.com/cfw/login/
AP Central	https://apcentral.collegeboard.org

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APPENDIX A:

Student Equipment/Material Use Acknowledgment Form

I acknowledge that I have been given the equipment/material(s) listed below for educational related use ONLY and understand the following:

- I have read and signed the Pine Grove Area School District Acceptable Use Policy.
- I will practice safekeeping of the provided equipment.
- The use of this equipment is a privilege given to me by Pine Grove Area School District and can be revoked at ANYTIME due to unauthorized use or mishandling of said materials/equipment.
- The Pine Grove Area School District is not responsible for providing internet content filtering on the equipment listed below.
- Upon direction of the Pine Grove Area School District, I will return all equipment/material(s) listed below.
- If equipment is damaged or lost prior to return, it will be the responsibility of the family to reimburse the district the value of the device.

All student technology support requests should be emailed to: ITSupport@pgasd.com.

Signature of Acknowledgment (Student or Parent/Guardian):

Signature Date

Equipment	Asset Tag #	Return Date / Director Initials

Name of Student(s) Building Grade Level

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ADDENDUM I

Fourth Marking Period

We understand that flexible learning may pose possible challenges, especially for families with multiple children, working parents, and those facing technology issues. Therefore, we feel it is not possible to formally grade students in an equitable manner during the closure; however, it is important that students make every effort to complete the assignments in order to receive feedback to promote growth and learning.

All students are expected to complete three quarters of formalized grades, and one quarter engaged in flexible learning. For high school students, credits will be awarded accordingly and class rank will be calculated based on the numeric value of the first three marking periods. The district understands that extenuating circumstances currently exist and the building administrator has the ability to address final grades on an individual student basis. Our District is carefully watching for further guidance from the Pennsylvania Department of Education.

In the fourth quarter, our focus will be on **student growth and engagement**. When evaluating student progress, we will focus on their understanding of material and engagement level as followed: Highly Engaged, Moderately Engaged, or Not Yet Engaged.

Highly Engaged – means a student is actively engaged in the learning process, actively engages in learning sessions, and actively completes activities/assignments.

Moderately Engaged – means a student is meeting minimum expectations and/or is partially engaged, attends some learning sessions, and completes some activities/assignments.

Not Yet Engaged – means a student is intentionally not engaged in the learning process, does not intentionally attend learning sessions, and does not intentionally complete activities/assignments. A student's final grade may be negatively impacted if they have not yet engaged.

We know there may be many reasons why a student's engagement may be affected, and we will do everything we can to support them.