



The Coatesville Area School District is committed to making every effort to establish the continuity of educational experiences during this time of extended closure. Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make learning experiences as equitable as possible for all learners. Over the next two weeks teachers will be participating in professional development virtually/online using Building Something Different (BSD) <https://bsd.education/offerings/online-learning-platform/> and Zoom. Teachers have been reaching out to families and welcoming our students back to school via email, teacher pages, or phone. Students will begin online/virtual instruction/classes with their teachers on Tuesday, April 14, 2020.

The purpose of this guidebook is to provide consistency as we embark on this virtual learning journey together.

Step 1: Support Each Other: We're ALL in this TOGETHER!

The first and most important step of this process is to remember that **WE ARE ALL IN THIS TOGETHER!** As we navigate these uncharted waters together we want to refer everyone to the article, ["Teaching Through a Pandemic: A Mindset for the Moment"](#). The article gives several important reminders that are worth mentioning:

- **Embrace trial...and plenty of error!** We are more than silos of isolated educators. No amount of social distancing can change the fact that the Coatesville Area School District is a committed group of professionals that are on a learning journey... together. That journey will include all that we know is characteristic of the learning process, direct instruction, group work, approximation, etc. We will learn together what works, and what doesn't! Here's our opportunity to learn a new skill and feel the same tension our students experience every day in our classrooms. Let's be patient with one another and our students and their families.
- Acknowledge the **REMARKABLE!** Give yourself time and permission to digest all that is occurring. Let yourself experience this once in a lifetime moment in education. Don't be shy! Ask questions. And more importantly, when you see your colleague doing something **AMAZING**, acknowledge it. Share it with your coworkers, let your administrators know, tweet it out! Success breeds success!
- **REDUCE** the workload for yourself and your students! We are expecting that you will cover *less* material than you would in a traditional setting. We ask that you focus on what is **most essential**. Do your best and focus on quality over quantity. Meet with your grade level and content area teams and determine what is important! Lean on one another and ask questions.
- Remember that **growth mindset** is what we all work hard to instill in our students, therefore, let's work to instill it in ourselves as adult learners. Change the lens and the trajectory of your thinking. **Now is the time to build new habits.**
- **MIND THE GAP!** This probably should have come first. Learners may have significant differences in terms of needs, home environments, technology access, and the list goes on. Be mindful of that. Before you rush to judge, pause and try to let your thinking lead with what may be happening in the lives of our students during this time. **A little grace and mercy go a long way!**

Remember, our attitude will determine our altitude. Let's work to encourage and uplift each other.

Step 2: Identification of Student Technology Access at Home

The District is aware that not all students may have access to the computers or internet service that would be needed to facilitate the transition from traditional learning to virtual learning. In response, the District technology team has set up central locations to pick-up equipment and additional resources needed to ensure equitable access for students. Parents should feel comfortable communicating their needs to their child's teacher and Principal and we will certainly work overtime to meet those needs! Students who do not have access to a computer by April 14th will need to contact the technology department and set up an appointment. Please contact IT by emailing them at Thelpdesk@casdschools.org.

Step 3: Communicate with Students and Families

Our communication with families during this time will allow us to answer questions, reassure families of our commitment to their children (even from a distance) and provide the clarity that reduces anxiety. If you see that a student is not logging on for instruction, or is not participating, please reach out to the family. To facilitate that effort, we want to provide these helpful tips:

- To call privately from your phone, dial *67 before dialing the phone number. The call will come up as private so you might need to leave a message and then call back later.
- We are working to provide you with a "soft phone" that will replicate your classroom phone. The soft phone will integrate with your computer. IT will notify you when the soft phone application has been deployed.
- If you are unsure of an answer to a question, do not hesitate to direct parents to the District website or building administrator. This will ensure that we are as consistent as possible. Parents should email the appropriate individuals.
- We will be setting up a Google Form to collect questions so that we can develop a FAQ and place it on a COVID-19 resource page. We hope this will eliminate the need for teachers and principals to search for answers and to ensure their time is spent focused on planning, teaching and learning.

Step 4: Development and Implementation of Online Learning Opportunities

Beyond supporting each other, identifying technology needs and communicating with students and families, developing and implementing online learning opportunities for all students is one of the most important responsibilities with which we are charged. The Coatesville Area School District will be moving into a phase of offering online learning opportunities through *planned instruction*. This document is not an all expansive document and, in an effort, to provide as much clarity as is possible. The information in this guidebook is subject to change as the COVID19 health crisis remains fluid. In addition to this document, teachers will have access to the posted District Continuity of Education Plan and the Virtual Learning Guidance Document shared with students and parents.

Elementary Virtual/Online Learning

The purpose of this section is to develop and implement virtual/online learning opportunities for all elementary (K-5) students. The Coatesville Area School District will offer virtual/online learning opportunities through planned instruction.

The teacher workday will be 8:00 AM – 3:30 PM. Teachers will be available for students throughout the day (8:45 AM – 3:00 PM). Teachers will continue to have a 30-minute lunch break and a 40-minute planning time each day. Principals will schedule grade level/content area meetings to ensure questions are answered, concerns are heard, and teachers communicate with one another regarding consistent content delivery throughout grade levels and similar schools. Teachers should email their weekly schedule to their Principals prior to the start of the new week.

Grade level teams will:

- Work together to be as consistent as possible between grade levels, related arts and between our five elementary buildings. The teams will share responsibility for preparing learning opportunities and activities that focus planned instruction of previously learned content. Teachers can create lessons and share them so that everyone is not responsible for creating every lesson. Reading Specialists can complement grade level lessons with read aloud, shared reading, and conferring with children.
- Use curriculum documents to identify the most essential skills and strategies that are timely, appropriate, and feasible to transition to a virtual learning environment and support planned instruction. This includes but is not limited to EDM online resources, Units of Study resources, Word Study, LLI, PLTW and all other corresponding resources. Please note: All documents have been uploaded to the Build Something Different (BSD) platform which will also generate additional resources and projects.
- Work together to develop a scope and continuum of the most critical learnings for the first 10 days. These can be housed on a Shared Folder.
- Continue to (virtually) meet initially at least twice per week for 30-40 minutes each session in order to plan collaboratively. These meetings will take place during the school day and will be held in the beginning or end of the day.

Individual teachers will:

- Perform professional responsibilities during assigned teacher workday hours.
 - Teacher Workday: 8:00 AM – 3:30 PM
 - Student Instruction through direct instruction, small group, individual instruction, assessments, and conferring. The student day is from 8:45 AM – 3:00 PM
 - Office Hours should be scheduled each day with specific times throughout the day.
 - Teachers will have a 40-minute preparation period
 - Teachers will have a 30-minute lunch period
- Collaborate with colleagues
- Communicate with families regarding expectations, assignments, and weekly schedule.

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- Engage in professional learning and access BSD staff developers.
- Provide feedback to students on work submitted.
- Monitor attendance by viewing and maintaining BSD login reports.
- Attend meetings and faculty meetings as assigned.
- Share questions with Principals.

The Coatesville Area School District has created a schedule for students as we move to online/virtual learning:

For the duration of the implementation of our Continuity of Education Plan, the District will operate on a six-day cycle beginning on Tuesday, April 14, 2020. Teachers will give students and families updated schedules each week. The rationale for this schedule is to give students and teachers the time necessary to focus on essential content and to give students time to receive the feedback they deserve as we continue to move forward. Students will be directly engaged in a few subjects a day. Please see the chart below indicating the focus areas for each day.

Kindergarten

Day 1 4/14/20	Day 2 4/15/20	Day 3 4/16/20	Day 4 4/17/20	Day 5 4/20/20	Day 6 4/21/20
ELA	Math	ELA	Math	ELA	Math
Music	Art	PE	Library	PLTW	PLTW
Social Studies	Mind-UP	Social Studies	Mind-UP	Social Studies	Mind-UP
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

Grade 1

Day 1 4/14/20	Day 2 4/15/20	Day 3 4/16/20	Day 4 4/17/20	Day 5 4/20/20	Day 6 4/21/20
ELA	Math	ELA	Math	ELA	Math
PLTW	Music	Art	PE	Library	PLTW
Social Studies	Mind-UP	Social Studies	Mind-UP	Social Studies	Mind-UP
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

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Grade 2

Day 1 4/14/20	Day 2 4/15/20	Day 3 4/16/20	Day 4 4/17/20	Day 5 4/20/20	Day 6 4/21/20
ELA	Math	ELA	Math	ELA	Math
PLTW	PLTW	Music	Art	PE	Library
Social Studies	Mind-UP	Social Studies	Mind-UP	Social Studies	Mind-UP
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

Grade 3

Day 1 4/14/20	Day 2 4/15/20	Day 3 4/16/20	Day 4 4/17/20	Day 5 4/20/20	Day 6 4/21/20
ELA	Math	ELA	Math	ELA	Math
Library	PLTW	PLTW	Music	Art	PE
Social Studies	Mind-UP	Social Studies	Mind-UP	Social Studies	Mind-UP
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

Grade 4

Day 1 4/14/20	Day 2 4/15/20	Day 3 4/16/20	Day 4 4/17/20	Day 5 4/20/20	Day 6 4/21/20
ELA	Math	ELA	Math	ELA	Math
PE	Library	PLTW	PLTW	Music	Art
Social Studies	Mind-UP	Social Studies	Mind-UP	Social Studies	Mind-UP
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

Grade 5

Day 1 4/14/20	Day 2 4/15/20	Day 3 4/16/20	Day 4 4/17/20	Day 5 4/20/20	Day 6 4/21/20
ELA	Math	ELA	Math	ELA	Math
Art	PE	Library	PLTW	PLTW	Music
Social Studies	Mind-UP	Social Studies	Mind-UP	Social Studies	Mind-UP
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

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All students will have access to

- Pre-recorded lessons to support asynchronous learning such as Interactive Read Aloud, ELA activities, math demonstrations, etc. to support the new learning/direct instruction.
- Live, synchronous lessons with students aimed at scaffolding or providing re-teaching. These lessons will be recorded for students to revisit or view if they were not able to attend the live lesson.
- STEM Projects on the BSD Platform
- Online resources for independent learning
- Differentiated activities to meet individual needs
- Other technology-based or project-based activities

Teacher/Student Virtual Contact

It is important for teachers and students to have multiple opportunities to see and hear from each other. In this time of social distancing, self-isolation and quarantine, and uncertainty; your students need to be able to interact with you and their peers in large, small and individual sessions. Your role as a teacher includes the academic, social and emotional well-being of each of your students.

Direct Instruction: The purpose of direct instruction is to provide students with on grade level, explicit instruction related to the standard or skills being addressed. In the virtual learning environment direct instruction may be pre-recorded and posted and/or demonstrated in the virtual environment, recorded and posted.

Small Group Instruction: The purpose of small group instruction is to provide small groups of students with scaffolding or differentiation related to the on-grade level direct instruction. In the virtual learning environment, parents should be notified of their student's small group instruction times. If the student is not available, individual instruction time will need to be scheduled. This small group time provides another way to connect with students and students to connect with each other. You are encouraged to schedule a variety of small group sessions, so students have opportunities to learn from and/or engage with each other and you.

Individual Instruction – The purpose of individual instruction is to provide scaffolding or differentiation to a student who may not be available during small group or direct instruction. Individual instruction should be scheduled with each student for at least 15 minutes at least once per cycle for the purpose of conferring and assessing individual needs. Some students may require more than one individual instruction contact per cycle. Individual instruction also serves as mechanism for you to re-establish your relationship and connection with the student.

Office Hours – The purpose of office hours is to be able to provide specific feedback or answer specific questions for students. The office hours allow us with another opportunity to maintain that personal connection with our students and families during the transition from traditional learning to virtual learning. Your students miss you, as much as you miss them.

- Teachers will need to communicate times when they will be available in a virtual room or meeting place for immediate feedback and to answer questions for a minimum of 60 minutes daily, this does not have to be consecutive. The time should be broken up into morning and afternoon sessions to meet the needs of your families. When you make

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your initial contact with families you may want to find out what times they will be available for office hours to provide as much accessibility as possible. These times will be fluid and flexible until you are comfortable with your daily routine. This should be in a live format. Be flexible for anyone who may not be able to meet during the scheduled office time. Office hours will occur during the teacher workday.

- Teachers will also need to be available to schedule phone calls for those who do not have internet access.
- Teachers will post their schedule and office hours on their BSD landing page
- The daily schedule posted on your BSD landing pages should also denote a block of time in which students can schedule appointments with teachers.
- Teachers should dress professionally as though they were reporting to work prior to the mandated closure.

If parents/students cannot attend your office hours, please try your best to accommodate their needs. Parents may be working from home, or still be traveling to work if they are employed by a business that has been deemed as essential. Principals will assist by reviewing scheduling to ensure the coordination between colleagues to help reduce overlapping times as much as possible.

Special Education Teachers

Our goal is to provide appropriate and reasonable instruction and delivery of services through a good faith effort in light of the current circumstances. Special Education teachers will deliver core, direct instruction, small group and individual instruction based on each student's needs. Special Education teachers shall provide activities as they would for each individual student based on the goals outlined in their IEP as is reasonable and appropriate in light of the current circumstances.

1. Special education and general education teachers should collaboratively develop a schedule and plan instructional activities to meet individual needs based on their students' IEP goals, specially designed instruction and related services.
2. Special education teachers will follow IEP timelines by conducting virtual and/or telephonic IEP Team meetings.
3. Special education teachers will schedule regular and ongoing small group and individual meeting times with the students on their caseload as indicated in student IEPs.
4. Special education teachers will schedule regular and ongoing time to assess student progress.
5. Special education teachers will maintain a daily service delivery log as provided by the Coatesville Area School District.

School Psychologists

Our goal is to provide appropriate and reasonable delivery of services through a good faith effort in light of the current circumstances.

1. School Psychologists and general education teachers should collaboratively develop a schedule and plan for evaluations and re-evaluations to meet individual needs based on timelines.
2. School Psychologist will follow IEP timelines by conducting virtual and/or telephonic IEP team meetings through a good faith effort in light of the current circumstances.

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3. School Psychologists will schedule regular and ongoing small group and individual meeting times with the students as needed, appropriate and reasonable in light of the current circumstances.
4. Related service providers will maintain a daily service delivery log as provided by the Coatesville Area School District.

Related Services

Our goal is to provide appropriate and reasonable instruction and delivery of services through a good faith effort in light of the current circumstances. Related service providers shall provide activities as they would for each individual student based on the goals outlined in their IEP as is reasonable and appropriate in light of the current circumstances.

1. Related service providers, special education and general education teachers should collaboratively develop a schedule and plan instructional activities to meet individual needs based on their students' IEP goals, specially designed instruction and related services.
2. Related service providers will follow IEP timelines by participating in virtual and/or telephonic IEP Team meetings.
3. Related service providers will schedule regular and ongoing small group and individual meeting times with the students on their caseload as indicated in student IEPs.
4. Related service providers will schedule regular and ongoing time to assess student progress.
5. Related service providers will maintain a daily service delivery log as provided by the Coatesville Area School District.

Gifted Teachers

Our goal is to provide appropriate and reasonable instruction and delivery of services through a good faith effort and in light of the current circumstances. Gifted Education teachers will deliver enrichment activities, small group and individual instruction based on each student's needs. Gifted Education teachers shall provide activities as they would for each individual student based on the goals outlined in their GIEP as is reasonable and appropriate in light of the current circumstances.

1. Gifted education and general education teachers should collaboratively develop a schedule and plan instructional activities to meet individual needs based on their students' GIEP goals, specially designed instruction and related services.
2. Gifted education teachers will follow GIEP timelines by conducting virtual and/or telephonic GIEP Team meetings.
3. Gifted education teachers will schedule regular and ongoing small group and individual meeting times with the students on their caseload as indicated in student GIEPs.
4. Gifted education teachers will schedule regular and ongoing time to assess student progress.
5. Gifted education teachers will maintain a daily service delivery log as provided by the Coatesville Area School District.

English Language Teachers

Our goal is to provide appropriate and reasonable instruction and delivery of services through a good faith effort and in light of the current circumstances. English Language teachers shall provide activities as they would for each individual student based on the goals outlined in their LIEP as is reasonable and appropriate in light of the current circumstances.

1. English language and general education teachers should collaboratively develop a schedule and plan instructional activities to meet individual needs based on their students' LIEP goals.
2. English language teachers will schedule regular and ongoing small group and individual meeting times with students on your roster.
3. English language teachers will schedule regular and ongoing time to monitor progress.
4. EL Teachers will maintain a daily service delivery log as provided by the Coatesville Area School District.

Guidance Counselors

Our goal is to provide appropriate and reasonable instruction and delivery of services through a good faith effort in light of the current circumstances. Guidance Counselors shall provide activities as they would for each individual student as is reasonable and appropriate in light of the current circumstances

1. In order to provide a learning environment that is as equitable as possible, Guidance Counselors will continue providing 504 Service Agreement Case Management
2. Guidance Counselors will provide college and career activities as required for the fulfillment of grades 5th, 8th and 11th career ready mandates.
3. Guidance Counselors will continue course scheduling and supporting students with their post-graduation planning.
4. Guidance Counselors at the Intermediate and Senior high schools will monitor student credit attainment and provide support to students who need credit recovery and original credit.
5. Guidance Counselors should collaborate with classroom teachers to schedule time to conduct in classroom lessons.
6. Guidance Counselors should collaborate with classroom teachers to schedule individual and small group counseling sessions that were interrupted or are now needed as a result of this school closure.
7. Guidance Counselors will maintain a daily service delivery log as provided by the Coatesville Area School District.

Nurses

Our goal is to provide appropriate and reasonable instruction and delivery of services through a good faith effort in light of the current circumstances.

1. School Nurses will collaborate with each other to create a list of community resources that families may need during this period of school closure, such as, local food pantries, health centers, etc.
2. Review records of students with chronic conditions who may need individualized healthcare plans, 504 service agreements or emergency care plans.
3. School Nurses will establish published office hours in order to collaborate with families and provide guidance.
4. School Nurses will establish an ongoing contact schedule to communicate with families whose student(s) have chronic or other health conditions regarding health needs and services.
5. School Nurses will maintain a daily service delivery log as provided by the Coatesville Area School District.

Reading Specialists

Reading Specialists will continue to work with grade levels to ensure consistency regarding essential learning. Additionally, working with students who are developing readers and struggling with virtual/online learning. Reading Specialists will also be able to schedule small group sessions. These schedules will be coordinated with classroom teachers and special education teachers. Reading specialists should also keep a log of all students supported. Also, creating and assisting with Read Aloud, Shared Reading, and conferring will be complementary to what is happening in the classroom.

Related Arts Teachers

Teachers will provide direct instruction and activities in which students can engage. The arts/physical activity are an important part of schools, and life in general. There are some amazing things happening in the related courses. Principals will assist in helping schedule the Related arts at times that do not overlap with other instruction.

Marking Periods and Grading

While flexibility is fundamental to the success of our transition to online learning, accountability, grading, and attendance will ensure the best learning outcomes for our students. Teachers are encouraged to return to similar grading practices. Grades and credit will be given to students as planned in the program of studies. The elementary progress report will be issued. If students are struggling to complete work or show attendance, communication with families should be prompt, caring and sensitive. We may not fully realize or understand the reason why a student may not be attending. Please be reasonable and flexible with student schedules. Do not underestimate that this is uncharted territory for all of us. We must provide grace during these times.

The second trimester was completed prior to the mandated school closure. The 3rd trimester will begin on April 14, 2020.