

**RCECS Continuity of Education Plan  
Planned Instruction  
May 4, 2020**

**Goal of Plan**

The goal of the RCECS Continuity of Education Plan is to provide online learning during Governor Wolf’s mandated school closures due to COVID-19 until June 12, 2020, the end of the 2019-2020 RCECS academic calendar. Teachers and staff will provide instructional assignments through virtual platforms and other routes of access if needed. 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**

Effective May 4, 2020, RCECS will provide a continuity of education through a Planned Instruction model as directed by the Pennsylvania Department of Education. Teachers will create and assign weekly instructional activities in the following subject areas: English language arts, math, Spanish, and specials (art, music, and physical education). Participation and completion of assignments is expected and will be monitored and documented by classroom teachers and administration.

**Expectations for Teaching and Learning**

The following course content will be instructed through the Continuity of Education Plan:

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

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	<a href="#">1.4 Writing Competencies</a>	<a href="#">Grade 5</a>		<a href="#">Physical Education</a> *Healthful Living *Physical Activity *Concepts, Principles and Strategies of Movement
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**Communication Tools and Strategies**

Elementary parents and students can access information related to the Continuity of Education Plan through ClassDOJO and the school’s Facebook page “Roberto Clemente Elementary Charter School”. Both platforms allow parents to translate messages into Spanish if needed. For the duration of the school closure due to COVID-19, weekly learning plans will be posted on ClassDOJO every Monday morning.

For organizational updates, information will be communicated through the Roberto Clemente Charter School website, [www.myrccs.com](http://www.myrccs.com), and through the OneCall automated messaging system.

**Access**

ClassDOJO will be the primary platform for students and parents to receive and access weekly learning plans. Kindergarten, 1st grade, and 2nd grade English Language Arts and math lessons and assignments will be posted on [www.readingeggs.com](http://www.readingeggs.com) and [www.mathseeds.com](http://www.mathseeds.com). 3rd, 4th and 5th grade English language arts and math lessons and assignments will be posted on [www.studyisland.com](http://www.studyisland.com). Teachers will also host video meetings and lessons through Google Meet two times per week and as needed. Families without a learning device will be offered and provided loaner laptops. Families will be identified for a loaner device through the results of the RCECS technology survey and through parent communication. As needed, learning assignments will be mailed via USPS to families who do not have internet connectivity or who have other barriers to online learning.

**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 English Language Arts and math assignments  Weekly- Host classroom meetings via Google Meet (at least 2x times weekly)  Weekly- Monitor and track student attendance	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)

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		<p>and assignment completion</p> <p>Daily- Provide feedback to parents and families for the continuum of learning</p> <p>Daily- Provide additional learning activities to families as requested</p>	
ESL Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update English language learning assignments</p> <p>Weekly- Monitor and track student attendance and assignment completion</p> <p>Weekly- Attend and/or host classroom meetings via Google Meet (at least two weekly)</p> <p>Daily- Provide feedback to parents and families for continuum of learning</p> <p>Daily- Provide additional learning activities to families as requested</p>	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)
Special Education Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update English Language Arts and math assignments</p> <p>Weekly- Monitor and track student attendance and assignment completion</p> <p>Weekly- Attend and/or host classroom meetings via Google Meet (at least two weekly)</p> <p>Daily - Provide feedback to parents and families for continuum of learning</p> <p>Daily - Provide additional learning activities to families as requested</p> <p>As needed- Continue to write IEPs and other special education documents, hold parent meetings as required by timelines and/or as needed</p>	Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)
Spanish & Specials Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update subject-specific assignments</p> <p>Weekly- Monitor and track student attendance</p>	Respond within 24 hours (Administration may request response in less than 24

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		<p>and assignment completion</p> <p>Weekly- Attend and/or host classroom meetings via Google Meet (at least two weekly)</p> <p>Daily- Provide feedback to parents and families for continuum of learning,</p> <p>Daily- Provide additional learning activities to families as requested</p>	<p>hours during normal working hours as needed)</p>
Instructional Support Teachers	7:30 a.m. - 3:30 p.m.	<p>Weekly- Update subject- specific assignments</p> <p>Weekly- Monitor and track student attendance and assignment completion</p> <p>Weekly- Attend and/or host classroom meetings via Google Meet (at least two weekly)</p> <p>Daily- Provide feedback to parents and families for continuum of learning</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 curriculum resources to teachers and staff</p> <p>Weekly- Attend and/or host classroom meetings via Google Meet (at least two weekly)</p> <p>Weekly- Track progression of curriculum and standards being instructed</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>
Certified School Nurse	7:30 a.m. - 3:30 p.m.	<p>Weekly- Identify possible learning activities to for students</p> <p>Weekly- Professional Development</p>	<p>Respond within 24 hours (Administration may request response in less than 24 hours during normal working hours as needed)</p>

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		As needed- Parent contact  As needed- SHARRS reporting	
Teacher's Aides	P/T 8:30 a.m. - 3:00 p.m.  F/T 7:30 a.m.- 4:00 p.m.	Weekly- assist grade level teachers with development of assignments as needed  Weekly- Assigned Professional Development  Weekly- Attend classroom meetings via Google Meet (at least two weekly)	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 school counselor website  Weekly- Check-in with families and students  Weekly- Host parent and student groups  As needed/scheduled- 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**

From the period of May 4 through June 12, 2020, students will be expected to complete weekly English language arts and math assignments through the identified websites. Students will also be assigned weekly Spanish, art, music, and physical education activities through the weekly learning boards. Weekly learning boards describe all weekly assignments in all defined subject areas and will provide approximately 2 - 3 hours of instructional activities per day.

Students are also encouraged to join synchronous learning opportunities through Google Meet which will be offered at least two times per week.

Families will be instructed to send pictures or communicate with Spanish and Special Area teachers regarding assignment completion.

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**Attendance**

A student will be marked present for a period of one week if during that time:

- The student has submitted at least one assignment through the identified websites or ClassDOJO  
OR
- The student has participated in at least one real-time/synchronous connection (Google Meet- Monday Meeting, Office Hour, or other video conference)
- OR
- The student or family member has reached out to a teacher or staff for assistance.

Attendance will be tracked and entered in Google Drive. Students that do not engage in one of the activities listed above will be marked absent and will be contacted by school staff the following week.

**Accountability/Grading**

Students will be graded in English language arts and math according to weekly activity completion. RCECS will utilize a complete/incomplete grading scale for student assignments completed between May 4 - June 12, 2020. The following grades will be assigned according to student assignment completion:

<u>Assignment Completion</u>	<u>Grade</u>
5 completed assignments per week =	C+ (Complete)
3 completed assignments per week =	C (Complete)
2 or less completed assignments per week =	I (Incomplete)

Spanish, art, music, and physical education assignments will not be graded, but participation will be monitored and tracked.

The 4th marking period will represent planned instruction in English language arts and math from May 4- June 12, 2020. Students will earn an overall 4th marking period grade of C+ (Complete), C (Complete), or I (Incomplete) for English language arts and for math based on their overall assignment completion.

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

There are significant equity and access challenges when attempting to institute mandatory online 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. This continuity of education plan acknowledges these barriers and has created a Planned Instruction model that allows for flexibility and promotes student success.

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### **Special Education Supports**

During the shutdown, special education teachers will create and assign instructional activities that incorporate and address the learning needs of students receiving special education services. Students with IEPs will receive synchronous and 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 create and assign instructional 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 synchronous and 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, will be updated on federal, state, and local mandates and guidance, and will be 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
- ESL: Carbon Lehigh Intermediate Unit #21 ESL Zoom Meetings
- Teacher's Aides: Assigned 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](#)**

**Elementary Principal: Alyssa Mace, [anewman@myrccs.com](mailto:anewman@myrccs.com)**

**Elementary Assistant Principal: Brighid Abbott, [babbott@myrccs.com](mailto:babbott@myrccs.com)**

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**Resources**

- Parent communication and posting of weekly lesson boards: [www.classdojo.com](http://www.classdojo.com)
- Grades K - 2: [www.readingeggs.com](http://www.readingeggs.com) & [www.mathseeds.com](http://www.mathseeds.com)
- Grades 3- 5: [www.studyisland.com](http://www.studyisland.com)
- Staff technology support: [helpdesk@myrccs.com](mailto:helpdesk@myrccs.com)
- Student loaner device technology support: [helpdesk@myrccs.com](mailto:helpdesk@myrccs.com)