

Coudersport Area School District

Continuity of Education Plan

April 1, 2020 - May 29, 2020

School District	Coudersport Area School District
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Goal of Plan

The Goal of this Plan is in response to an emergency situation and will assist the Coudersport Area School District with the implementation of a Continuity of Education for K-12 students while they are away from the customary school environment during the mandated school closure by state orders under the COVID-19 Pandemic of 2020. The Goal of the Plan, initially, was to provide a program of Enrichment and Review and developed into a program of Planned Instruction.

Overview of Plan

The mission of the Coudersport Area School District, in partnership with students, educators, family and community is to provide a safe and supportive learning environment in which each child has the opportunity to acquire knowledge and skills to become a self-motivated, capable and competent lifelong learner.

The Coudersport Area School District shared belief statements are that:

- All children are unique and capable of success.
- Education is a dynamic process.
- Education is a necessary and valuable tool.
- Students should be encouraged to become self-motivated, lifelong learners.
- An environment should be provided where all students have the opportunity to develop their abilities.
- Education is a partnership of students, educators, family and community.

The vision of the Coudersport Area School District is to provide a quality education for all students to be successful in the global economy of the 21st century by offering course work and experiences that will lead to future success in the global economy.

It is with the mission, beliefs and vision of the Coudersport Area School District that we accept additional guidance from the PA Department of Education and the Seneca Highlands IU9 to offer clarity and purpose as outlined in this Continuity of Education Plan.

Enrichment and Review consists of informal activities to reinforce or extend students' prior learning. New standards and skills are not addressed through Enrichment and Review. **Planned Instruction** consists of formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards. Teachers assess the learning of their students and make adjustments in instruction based upon student progress. In order to receive grade and credit, students must attend regularly and complete the course requirements.

CASD has implemented an **Enrichment and Review (E/R)** Program for the time period of April 1, 2020 to April 24, 2020. School and district administrators based their decision to provide E/R based on the resources and materials that were accessible and the technological understandings of our teachers and administrators at the time. School and district administrators expected the program to develop over time, but our initial emphasis was to have our teachers make contact with each student or parent and to present their expectations for the time period of April 1 to April 9, which would be based on facilitating a review of prior learning to cover the time period of March 16 to March 31 while school was closed and PDE was working on updating the school code, developing the criteria for Continuity of Education, training IU staff, presenting expectations to school district administrators, and Plan development. Teachers were permitted to come into the building to obtain their belongings and teaching materials on March 16 and March 27 while practicing aggressive social distancing guidelines.

A Continuity of Education Protocol was developed to include: guiding principles, administrative preparations, teacher preparations, student services preparations, student preparation, staff support, business office support, and parent communications. A Google Sheet was developed to include: subject, goal activity, resources, evidence of completion, feedback to parent/student, and expected time. These documents were shared with teachers during a Google Hangout facilitated by the principal on Monday, March 30 so that the E/R could begin on April 1st. Beginning April 14th (just after the spring holiday), the Plan was to be updated in response to the strengths and weaknesses identified by school staff and to consider using additional Continuity of Education resources, particularly those posted to PDEs website for both digital and non-digital platforms that were released by PDE on March 31.

Volume 1, dated March 20, 2020 and Volume 2, dated March 25, 2020 of the *Falcon Favorites* were distributed with meals and posted to the district website. The *Falcon Favorites* is a newsletter that highlights "small doses of meaningful work that could keep children's minds fresh and engaged." Specifically included are: hands-on activities, educational programs available on television, on-line activities, and physical activities that parents could do with their child(ren) while home. Subsequent volumes include information related to student services and programs.

Upon receiving the Secretary of Education's Update from Pedro Rivera on April 15, 2020, indicating that "it is our responsibility and expectation that every school offer planned instruction at every grade level for all students", CASD school and district administrators began updating our Plan for re-submission to PDE and for posting on the district website. Again, administrators met and

department leads met in an effort to develop a Continuity of Education Plan using **Planned Instruction** that would combine the Google Sheet, Continuity of Education Protocol, and the originally submitted Continuity of Education Plan.

Expectations for Teaching and Learning

Coudersport's initial Continuity of Education Plan for **Enrichment and Review** included:

1. The development of a Google Sheet that clarified each course at each grade level, goal, activity, resources, evidence of completion, feedback to parent/student, and expected time. The expectation was to not overwhelm students and parents and to focus on core concepts and to provide specials as extra activities.
 - a. The emphasis at the elementary level was to provide math, ELA and a rotation of electives not to exceed:
 - i. 1 hr 30 min for K
 - ii. 1 hr 35 min for grade 1
 - iii. 1 hr 40 min for grade 2
 - iv. 2 hr for grade 3
 - v. 2 hr 20 min for grade 4
 - vi. 2 hr 50 min for grade 5
 - vii. 3 hr 10 min for grade 6
 - b. The emphasis at the secondary level was on the four major subjects and a rotation for electives not to exceed three (3) hours per day. The Graduation Project for seniors was put on hold.
2. The development of a Continuity of Education Protocol was created to clarify the district's internal practices and procedures to implement the Plan.
3. Communications began with teachers:
 - a. Friday, 3/27, counted as a ½ teacher work day and was dedicated to close out 3rd marking period grades and to come into the building to pick up instructional materials.
 - b. Monday, 3/30, counted as the first full, teacher work day since closing on March 13
 - i. Principals facilitated a Google Hangout with departments and grade levels (and director of curriculum and superintendent) to finalize the Google Sheet and discuss the Protocol for our Distance Learning Program
 - ii. Teachers were encouraged to Zoom Greg Macer at 2:00pm to learn more about Google Classroom, if the teacher had not previously used an online platform of instruction
 - iii. Teachers were directed to contact each parent/student (electronic or by phone) to assure the Distance Learning Program was ready to begin on 4/1
 - c. Tuesday, 3/31
 - i. Using aggressive social distancing guidelines, high school students could report to school to pick up their belongings and textbooks
 - ii. The front office staff began issuing devices
 - d. Wednesday, teachers and students began the Distance Learning Program

4. Once the Continuity of Education Plan template was provided on March 30, much of the information from the Google Sheet and Protocol was transferred over to PDEs template.
5. On 4/1, the Continuity of Education (E/R) Plan was posted on the district website and submitted to PDE.
6. On 4/6, the Continuity of Education (E/R) Plan was presented to the School Board at their public (virtual) meeting.

When school officials received the Secretary of Education's email on April 15 having the expectation that districts provide **Planned Instruction**, the Continuity of Education Plan needed to pivot and evolve so that the district could begin implementing a new Plan on April 27 that included the following Expectations for Teaching and Learning.

The Coudersport Area School District expects:

- All students will actively participate in Planned Instruction which shall not exceed more than 3 hours of time on task per day.
- Students will access teachers' expectations, supports, and assignments via identified communication platforms (i.e., District Website, Google Classrooms, Google Hangouts, Schoology, Class Dojo, Remind, Standard US Mail, email, or telephone).
- Students and/or parents will reach out to administration, faculty, and/or staff with questions and concerns as needed.
- All students will learn.
- Faculty will post lesson plans, assignments, and activities each week.
- Faculty will track student participation/attendance during Planned Instruction.
- Faculty will reach out to all students at least weekly (or more as determined by the principal) to offer support, including to those who receive activity packets and to those who are not participating to expectations.
- Faculty will log phone communications with parents/students.
- Secondary faculty will facilitate Virtual Office Hours between 11am and 2pm.
- Faculty will establish a classroom communication plan with parents and students.
- Faculty will read over the US D of Ed guidance on FERPA and Virtual Learning Related Resources provided by the superintendent via email on March 28, 2020.
- Faculty will not assign weekend work nor have the weekend be a due date for assignments.
- Faculty will enter grades according to the expectations of the principal.
- Faculty will continue to check daily 411 communications from the principal.
- Faculty will be available daily for student and parent questions (responding within 24 hours of initial contact).
- Faculty will participate in virtual professional meetings (e.g., faculty, IEP, GIEP, 504, SAP, etc.).
- Faculty and staff will continue to communicate regularly with each other and with the administration in order to offer the best to our students.
- Faculty and staff will continue to learn and grow professionally.
- Title Reading and Math faculty will work collaboratively with teachers and will contact identified students to deliver instruction and offer related support services.
- Learning support faculty and staff will work to contact students and deliver adaptations, modifications, services, and supports to the best of their ability and for all students with disabilities.
- EL students will be supported by the EL Program faculty and staff in order to maintain current levels and progress with EL skills.

- Faculty and staff will discuss social and emotional learning with students and refer concerns to appropriate staff for follow-up.
- Counselors, Nurses, and the Mental Health specialist will monitor the health and wellness of students and families offering support when appropriate and will facilitate Virtual Office Hours, 9am to noon, beginning Monday, March 30 and submit student services-related information weekly to be included in the *Falcon Favorites*.

On 4/28, the Continuity of Education (PI) Plan was posted on the district website and submitted to PDE.

On 5/4, the Continuity of Education (PI) Plan was presented to the School Board at their public (virtual) meeting.

Communication Tools and Strategies

Phone calls can be made to each school's main office between the hours of 7am and 3pm, Monday through Friday. The preferred delivery or exchange of "items" is through electronic means, by US mail, or pick-up/drop-off at the front door. To assure the health and safety of the district's essential workers, the main office staff will prohibit non-essential employees and visitors from entering the premises as long as the Stay-at-Home order, Phase Red, is in place by the Governor or the order providing worker safety measures is in effect by the Secretary to the Department of Health. Restrictions will be lifted as progression to the yellow and green phase allows.

Automated calls will be sent by the superintendent or a building-level principal on an as needed basis. Letters will be mailed home as well. Additional information will be posted on the district website.

The *Falcon Favorites*, the superintendent's newsletter, will continue to be distributed regularly to include information related to "small doses of meaningful work that could keep children's minds fresh and engaged", Student Services, etc.

Emails will go out to students and parents, and for those not having the internet, the information will be provided by US mail, at meal distribution, or by phone. Students and teachers should not text messages with each other from their personal phone.

A Tech Support and Distance Learning link was added to our website so that there would be a common place to post important information and resources. The Tech Support link posts information for teachers such as: how to set up a hot spot, tips for using google, and tech from home. The site continues to grow as additional information is needed or FAQs develop. The Distance Learning link is a common site that *Principals' Announcements* and Teacher Assignments can be accessed by students and parents. For families that do not have access to the internet, Principal's Announcements and Teacher Assignments will be sent via US mail or at meal distribution.

Google and Schoology are the district's preferred platforms. Since students K-5 do not have Google accounts, district approved electronic communication delivery systems are: Class Dojo and Remind. Curriculum software systems approved by the district are GoMath!, Moby Max, Lexia, Study Island, and Star Fall (K-1).

Principal's are encouraged to make home visits to families that are not responding to the school's request to communicate, either electronically, by phone, or by US Mail.

The following **Tips for Setting Online Boundaries with Students (Pennsylvania Standards and Practices Commission)** were provided by PDE and emailed to teachers on April 20, 2020. Number 4 was updated on April 23, 2020 by PDE.

COVID-19 pandemic has resulted in a significant amount of change to our daily lives, including the ways in which we interact with one another. Schools have closed and communication has moved to the virtual world. While the use of technology provides many opportunities for teaching and learning, it is important to establish clear rules for appropriate student-teacher communication. In order to promote safety and appropriate boundaries while transitioning to a virtual teaching and learning environment, the Professional Standards and Practices Commission offers suggestions to help educators protect themselves and their students during this unique time.

1. All technological resources and applications should be school entity-approved and only used in the manner prescribed. Ensure that you are familiar with the tools you are using in order to use them properly.
2. Communication with students should occur at designated times, consistent with traditional school day hours. Maintain transparency and protect yourself by keeping a record of all communications with students.
3. Clearly communicate when and how students should contact you and provide a timeframe for when students should expect responses to questions.
4. Avoid one-to-one interactions with students in chatrooms, FaceTime, Skype, or any other online space. School psychologists, school counselors and others providing one-to-one services to students should consult with school administration about the best mode of communication.
5. Rely upon one of the many communication applications approved by your school entity to connect with students and parents (i.e. Remind), use only your school email to communicate, and copy administration when communicating with parents or students.
6. When creating content or interacting in an online space with students, conduct yourself as you would if you were in school. If appearing on camera, dress professionally and be mindful of your surroundings and the camera's view.
7. Do not "friend" or follow students on social media, or otherwise communicate or interact with students using social media applications, and do not allow students to "friend" or follow you on your personal social media.
8. Keep your personal and professional lives separate. Do not share overly personal information about yourself with students.

Parent Communications:

1. Letter (3/12/2020) and fliers about handwashing mailed home to each household and posted to the website.
2. Medications returned to parents beginning March 16, 2020.
3. Letter posted to the website (3/27/2020) and distributed to inform parents of how to obtain internet access if they do not currently have it knowing it is a big challenge and there is much mis-information floating around about what all the Internet Service Providers (ISP) can actually deliver.

4. Coronavirus information from CDC and PA Dept of Health posted to the website.
5. *Tips for Social Distancing, Quarantine and Isolation* from SAMHSA posted to the website.
6. *Stay Calm and Reduce Fear* flier posted to the website.
7. Letter (3/31/2020) to parents of Special Education students mailed home and posted to the website.
8. Local updates were provided to the local newspaper as needed.
9. Automated calls delivered for: school closure, continued school closure, meal provision, off site pick up meal program, survey for internet/device access, locker/desk cleanout and Distance Learning Program of Enrichment/Review to begin, Distance Learning Program change to Planned Instruction, as well as for any significant changes or of heightened importance moving forward.
10. The main office will maintain a list of families that do not have access to the internet and provide the *Principal's Announcements* through US Mail.

Access (Devices, Platforms, Handouts)

Student Access to Device:

Families were surveyed through an automated call in March to determine their device and internet accessibility. The district issued Chromebooks to secondary students and iPads to some primary elementary students and Chromebooks to some intermediate students in certain circumstances so that all students who have internet connectivity at home also have access to a device. Also, families with multiple children in one family may be issued additional devices so that all children in one household can participate in learning activities at the same time.

As of April 20, 47 Chromebooks were distributed at the high school, 22 Chromebooks at the elementary school, and 24 iPads at the Elementary school. Additional devices can be requested by parents as their device needs at home change. The district was awarded \$7,400 for the Continuity of Education Equity Grant to purchase additional Chrombooks and licenses.

Student Internet Access:

The district will provide alternative access options for students who have barriers to internet connectivity. Learning packets will be exchanged at the Elementary School on Fridays and Tuesdays and at the Secondary School on Mondays as we provide equitable access for all of our students.

After surveying our families recently, we identified that at least 17% of our high school students and 15% of our elementary students did not have internet access, which makes distance learning even more challenging. The list of students not having internet was provided to teachers by the principals and is fluid as connectivity issues change over time. A letter to parents regarding lack of internet access was posted on the district website and sent home by US Mail. It included ways a family may obtain this from their Internet Service Provider (ISP). These ISPs are offering free or low cost internet accessibility during the mandated school closures. The Principal's Announcements included information regarding how to access the school's internet from the parking lots.

Teacher Access to Internet and Device:

All teachers were previously issued a Chrombook to take home with them. Teachers without internet may schedule time to come into the building, maintain aggressive social distancing guidelines, and use

a few rooms designated for this purpose near the front office. These rooms will be disinfected daily by the custodial staff. Additionally, the school's internet can be accessed from the school's parking lot.

Technical Support:

Technical support is being provided to teachers, students, and support staff through a combination of email, phone support, the TECH SUPPORT link on the district website, and remote support sessions. Provisions can be made to exchange a device that experiences a major failure that can not be fixed remotely, by appointment only.

Staff General Expectations

General Principles:

1. Aggressive social distancing measures and the standard protocols will be in place during the school closure that are in alignment with the orders of the Governor's office, PA Department of Health, and the CDC. Providing a healthy and safe work environment for our essential workers is simply essential.
2. CASD will provide appropriate and reasonable instruction while operating in good faith during this unprecedented time during our nation's crisis.
3. CASD will keep the same teacher and student schedule as to not double-book students or teachers.
4. CASD will follow the same school calendar and as is it amended by Board action.
5. CASD will participate in meal preparation, distribution and site meal pick-up for @440-460 lunches and breakfasts each school day as long as it remains possible to do so.
6. Stay calm. Stay home when sick. Wash your hands frequently. Cover your cough. Wear a mask.

Administration Expectations:

1. Assured proper handwashing fliers posted throughout the building before school closure.
2. Youtube videos played for all students about proper handwashing and Memo to teachers before school closure.
3. Create Continuity of Education Google Sheet, Continuity of Education Protocol, Continuity of Education Plan E/R, and the Continuity of Education Plan PI.
4. School Messengers sent:
 - a. to teachers to pick up belongings and that key fobs were disconnected.
 - b. to survey parents regarding internet and device access.
 - c. for teachers to finish 3rd Marking period grades and to send home report cards.
 - d. to come and obtain your belongings to teach for the remainder of the year, schedule by aggressive social distancing guidelines
 - e. to start 4th marking on April 1 using Enrichment/Review and have high school students pick up their belongings.
 - f. to alert staff and parents of Planned Instruction beginning on April 27, Red Phase criteria, how to obtain an additional device, schools closed for essential business and essential workers, and to please answer the phone when school staff calls.

5. Submit the Continuity of Education Plans to PDE and post them on the website.
6. Facilitate teachers without internet at home to come into the building, socially distant, using a few rooms designated for this purpose near the front office, and disinfect daily.
7. Provide teachers with list of students not having internet access.
8. Have Tech Support and Distance Learning link added to website.
9. Remind teachers that using *67 conceals the direct line phone number.
10. Make home visits to families not responding to school communications by electronic, phone or US mail.
11. Check frequently PDEs School Guidance: Answers to Common Questions.
12. Participate in job-alike virtual meetings (state and IU9) to learn what other schools are doing.
13. Essential workers established and provide letters regarding such.
14. Provide written notice to each parent of a special education student for FAPE.
15. Provide daily 411 communications.
16. Schedule regular Google Hangouts with teachers.
17. Post student/parent information to *Principals' Announcements*.
18. Attend regularly scheduled Operations Team meetings.
19. Be attentive and responsive to teacher, student, and parent needs.
20. Plan for spring celebrations, award ceremonies, and end-of-year preparations.

Support Staff:

1. Custodial
 - a. Order/Attempt to order protective gear and provide safety training.
 - b. Clean and sanitize buildings.
 - c. Maintain the facility and its properties.
 - d. Assist with off-site meal pick up.
 - e. Manage key fob accessibility.
 - f. Assist with main office errands.
 - g. Manage contractors and their work.
2. Secretarial
 - a. School Closed posters hung at the entrance.
 - b. Social distancing guidelines posters hung at entrances and in hallways.
 - c. Assure devices are issued.
 - d. Send letters to parents with no internet access.
 - e. Assist teachers and administrators during the implementation of the Continuity of Education Plan including paper and pencil assignment delivery/pick up.
 - f. Manage purchase orders and deliveries.
 - g. Maintain necessary functions in the main office.
3. Teacher Aides and non-260 Secretarial
 - a. Take phone calls to schedule off-site meal pick up.
 - b. Meal preparation, distribution and delivery of off-site meal pick up.
 - c. Assist in the main office.
 - d. Assist teachers as approved by the principal.
4. Cafeteria

- a. Prepare and serve meals daily following the school calendar.
- 5. Tech
 - a. Assist with determining student's device needs.
 - b. Create TECH SUPPORT and DISTANCE LEARNING link on websites.
 - c. Assist teachers with/provide platform for posting assignments.
 - d. Provide tech support and tech training.
 - e. Facilitate virtual school board meetings.

Business Office:

- 1. Determine payroll/workers for days/needs.
- 2. Manage POs, bills and finances.
- 3. Determine Insurance/Health Care needs.
- 4. Track and submit weekly to PEMA expenses related to COVID-19.
- 5. Manage/renegeotiate contracts.
- 6. Manage additional COVID-19 related funding (CARES Act, etc.).

Student Expectations

- 1. Students not having a device who have internet access should obtain a device from the main office.
- 2. On a weekly basis, students can access teachers' expectations, supports, and assignments via the following district approved communication platforms: Google, Class Dojo, Schoology, Remind, or the district website. (Zoom will not be used.) Teacher's expectations, *Principal's Announcements*, supports, and assignments will be printed out and mailed home weekly to students not having internet access by staff in the mail office.
- 3. Students are expected to connect face-to-face online with the class/teacher at least weekly or as indicated by the teacher. For students not having the internet, the weekly communication method is by phone.
- 4. Complete the assignments and/or activities as assigned by each teacher by the end of each school week.
- 5. Students do not need to login to complete the work during any specific time of the day; however, teachers may schedule times to check-in with individual students or entire classes.
- 6. Contact the teacher with questions or concerns.
- 7. Follow the teacher's established communication plan.
- 8. All school rules regarding student conduct will remain in effect during the time teachers are responsible for students.

CASD fully understands that, for our younger students, parents/guardians will play an integral role in the implementation of the Continuity of Education, specifically communication.

Attendance / Accountability

An initial and weekly email or phone call to the student or parent from the teacher is expected.

Our Evidence of Completion will be by Pass/Fail. Secondary students grades are to be posted by teachers by 10:00 am every Monday morning in the CSIU Gradebook. The intermediate grades are to be posted by teachers regularly in the CSIU Gradebook. Teachers of primary grade students will communicate Evidence of Completion regularly either by phone or electronically.

We will follow the school calendar, as amended by the school Board, regarding instructional days (now called Continuity of Education days).

Students will be marked as “in attendance” when the weekly assigned work is completed and submitted to the teacher or when weekly student/parent contact is documented by the teacher.

Teacher attendance will be monitored by the building level principal at their weekly Google Hangout and by monitoring student grades being posted to the CSIU.

All graded assignments need to be submitted to the teacher by May 22, 2020 for grading purposes. For May 25-29, CASD will return to an Enrichment/Review Program to close out the school year as Graduation will be held on Saturday, May 30.

Good Faith Efforts for Access and Equity for All Students

The CASD staff and administration are committed to offering a good faith effort for access and equity for ALL students. Some examples of how CASD is implementing good faith efforts include, but are not limited to, providing either a chromebook or iPad so that ALL students in the district who have access to the internet also have a device. Knowing that some students and families may not be able to utilize an electronic device due to connectivity issues, paper learning packets mirrored to online learning opportunities will be made available for either pickup or mailing home. The mailing home of packets is reserved for students who do not have access to a device or internet connection or have documented plans requiring specialized instruction as part of an IEP, a 504 plan, or for students who are English Learners. For students who qualify for special education, gifted education, 504 plans, or English Language services, please see the following appropriate sections. Principals conduct home visits with families who are difficult to reach by phone or US mail.

The FERPA and Virtual Learning Related Resources, March 2020, notice from the US Department of Education was provided to all employees via email on March 28, 2020.

Special Education Supports

A letter from the superintendent was mailed to each parent of a special education student on March 31, 2020 and is posted on the district website.

1. Weekly Newsletters are sent out from IU9 TaC staff containing activities and resources for families addressing Speech and Language, Transition, Independent Living Skills, and Autism.
2. Related service providers, including Speech, OT, PT, Hearing, Vision, and Counseling will provide tele-therapy and/or provide educational activities individualized to the student.

3. Special Education Teachers will provide direct instruction aligned to IEP goals and objectives for the areas of math and ELA via Google Classroom, as well as, sending home supplemental materials and assignments.
4. Families will be contacted to review the individualized plan developed for the COVID19 closure, and a NOREP will be provided to ensure parent agreement and prior written notice.

Offering ESY and a Summer School program are currently under consideration/review/development by school administrators.

EL Supports

The district has one ESL student and an activity will be assigned by the ESL teacher on an individual basis for 30 minutes per week. Contact will be made by electronically or phone call.

Gifted Education

Gifted teachers will work with regular education teachers to provide a good faith effort which ensures that students who are eligible for gifted support services receive specially designed instruction and curricular modifications, as outlined in their GIEP, to ensure students receive differentiated instruction, enrichment, and/or acceleration. Expected time for activity is 30 minutes per week. GIEPs will be held in accordance with Federal timelines via Google Meet or phone conferencing.

Building/Grade Level Contacts

District Level:

- Mrs. Canter, Superintendent, 274-9480, jcanter@coudyschools.net
- Mrs. Budd, Director of Curriculum and Instruction, HS 260-4025, ES 260-4028, tbudd@coudyschools.net
- Mr. Neefe, Cafeteria Director, 260-4014, rneefe@coudyschools.net

Elementary School:

- Mr. Reams, principal, 260-4043, sreams@coudyschools.net
- Mrs. LaForge, principal's secretary, 260-4043, glaforge@coudyschools.net
- Mrs. Fry, school nurse, 260-4043, sfry@coudyschools.net
- Mrs. Shaffer, school counselor, 260-4043, tshaffer@coudyschools.net

Secondary School:

- Mr. Mongillo, principal, 274-8502, smongillo@coudyschools.net
- Mrs. Brown, principal's secretary, 274-8502, cbrown@coudyschools.net
- Mrs. Rohrer, school nurse, 274-8502, jrohrer@coudyschools.net
- Mrs. Minard, school counselor, 274-8502, rminard@coudyschools.net

Dual Enrollment through the University of Pittsburgh at Bradford:

Dual Enrollment students will continue with their previously scheduled courses. Contact person is Mr. Mongillo, HS principal.

Virtual Academy:

Our own Virtual Academy students will continue with their previously scheduled courses. Contact person is Mrs. Minard, school counselor.

Seneca Highlands Career and Technical Center:

CTC students will follow the CTC's Continuity of Education Plan. A message to CTC students has been posted on the district website under DISTANCE LEARNING>PRINCIPAL'S ANNOUNCEMENTS. Contact person is Mrs. Minard, school counselor. Seneca Highlands CTC has posted their own Continuity of Education Plan on their district website and submitted it to PDE as well.

Resource Links

1. Cindy Murphy office hours by Zoom daily at 9:00 am for teachers and administrators
2. Teri Everitt office hours by Zoom daily at 10:00 am for teachers and administrators
3. Nicole Meyer office hours by zoom daily at 11:00 am for teachers and administrators
4. Greg Macer office hours by Zoom daily at 2:00 pm for teachers and administrators.
Recommended Google: Classroom, Hangout, email, forms
5. IU9 Shared Google Drive for Special Education Resources
6. <http://www.amazingeducationalresources.com/> IU9 Shared Google Sheet that lists software/services schools can use for free
7. 105 Tools for distance learning & strategies for Student Engagement at <https://www.albert.io/blog/tools-for-distance-learning/>
8. Common Sense Education EdTech Tools
<https://www.commonsense.org/education/edtech-reviews-resources>
9. Boardworks subscription contact Cindy Murphy at IU9
10. Study Island (4 Ways to Keep Students from Falling Behind Using Study Island, Study Island: A Guided Tour to Getting Started, Free School Closure Resources, Best Practices for Teachers Making the Switch to Virtual Instruction)
11. Newsela free access to Newsela ELA, Newsela Social Studies, Newsela Science, and Social and Emotional Learning collections
12. Curriculumassociates.com and i-Ready.com/AtHome
13. Mind Research Institute for math at www.stmath.com/coronavirus
14. Mansfield University Language Arts and Science
<https://tieseducation.org/resources/ties-guided-lessons-for-evolutionary-biology/>
15. Professional Development Opportunities offered virtually at IU 9.
<https://docs.google.com/spreadsheets/d/1f1JinaU0PWS7C5ImUBIAoFPHsgr1eXuAfAlZqvcaPSA/edit#gid=1080518625>
16. PDE - Continuity of Education Resources.
 - a. <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/ContinuityEducation/Pages/default.aspx>
 - b. Digital Platform: beginning April 1, schools interested in establishing new course offerings or supplementing existing continuity of education programs can subscribe to the online learning platforms Odysseyware and Edgenuity
 - c. Non-Digital Platform – Public Television: PDE has partnered with Pennsylvania’s public television stations to provide instructional programming to students through the

seven individual Public Broadcasting System (PBS) member stations across the state.

These free resources are available to families and educators

17. GoMath! resources and support from Mrs. Budd