

## Continuity of Education Plan

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| Goal of Plan   |
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| The fundamental purpose of Insight PA Cyber Charter Schools (ISPA) Continuity of Education Plan is to communicate the method by which students will achieve mastery of new academic standards while maintaining key skills so they will make a powerful impact in their communities. The CEP will highlight a clear path for students to continue learning using both asynchronous and synchronous forms of instruction. |

| Overview of Plan  |
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| <p>During the COVID-19 mandatory closure of schools ISPA will make a good faith effort to provide instruction to all students. Instruction is defined as any or all of the following: (a) maintaining student skills, (b) introducing news skills or content (asynchronously or synchronously) if new learning can be built on or incorporated into maintenance instruction, (c) providing supplemental and enrichment activities and, (d) to the degree students are able, independent work.</p> <p>Instruction will be provided by educational staff. Educational staff are defined as any of the four employment groups within ISPA: professional, support, project and administrative staff. As needed, ISPA educational staff will be provided staff development and opportunities to collaborate with other professionals in order to continue enhancing virtual instruction on an ongoing basis.</p> <p>Insight PA Cyber Charter School is committed to providing a high quality, innovative, and individualized cyber charter school education, one in which each student is encouraged to achieve academic excellence and to become a life-long learner. The current state of the world has reinforced the need to be innovative in our pursuits. We believe that students learn in different ways and therefore deserve a school that can adapt to meet their educational needs no matter the circumstances; we will accomplish this goal using the CEP. The CEP for Insight PA aligns to our mission and vision by</p> |

establishing future expectations for key components of our educational program. Amongst these components and outlined by school within our plan are our expectations for

- Live Instruction (Targeted Sessions)
- Asynchronous work completion
- Daily work completion in the online school
- Office Hours
- CTE Education

### Expectations for Teaching and Learning

The teaching and learning staff of ISPA are expected to design and execute lessons appropriate to individual teaching assignments and/or caseloads and in compliance with the Pennsylvania Department of Education (PDE) regulations as well as other regulatory agencies.

Educational staff previously teaching using online formats are expected to continue to do so and to maintain to the degree that they are able the procedures and practices that were in operation prior to the COVID-19 outbreak.

Although the diversity of the educational programs at ISPA require individualization of teacher schedules, a summary of our online instructional services is provided below:

**Synchronous Virtual Instruction:** direct, explicit instruction of specific core content; remediation; and/or enrichment of novel or taught content; customized to meet the individual needs of students. Teacher-led instruction that facilitates peer interactions and opportunities for students to gain new skills and generalize previously taught skills.

**Asynchronous Virtual Instruction:** independent learning of specific core content; remediation; and/or enrichment of novel or taught content; customized to meet the individual needs of students. Instruction in this format is supported by the learning coach and reinforced by supports such as virtual office hours.

**Virtual Office Hours:** Virtual office hours will be set up by each professional to support both students and parents/guardians during the period of the COVID 19 closure. Services provided may include but are not limited to the following:

- 1:1 student support: This may include; remedial instruction to support successful participation in whole or small group activities, emotional behavior assistance, technology support or training, etc.
- 1:1 parent/caregiver support: This may include support with; setting up the instructional environment for success, technology support, activities to support generalization of skills taught outside of the planned online sessions with the teacher, behavioral interventions, etc.

## **Daily work completion in the online school**

### **Teacher Expectations**

To ensure students are exposed to the most content possible, new instruction will be drawn from our K12 curriculum which is aligned to the common core standards. Teachers at Insight PA have completed a curriculum mapping project which will allow them to draw down the most appropriate standards as they relate to Pennsylvania learning expectations.

### **Elementary Teacher Expectations**

Teachers will continue to monitor daily OLS lesson completion. They will reach out to students who are falling behind in their lesson completion to provide help to get back on track. Teachers will offer one office hour per day along with either a second office hour, or a homeroom/group session.

Teachers will invite students based on need to targeted instructional sessions.

Special education teachers will continue to provide FAPE according to the needs of their students.

### **Middle School Teacher Expectations**

Teachers will offer a combination of synchronous sessions, asynchronous work, open office hours, and 1:1 sessions (by request).

- Synchronous sessions are being offered 2 times per week per content area.
- Asynchronous work is being assigned daily.
- Open office hours are being offered 2 times per week per content area.
- Students can request a 1:1 session with a teacher
- Teachers may schedule additional targeted sessions as deemed necessary for specific students.

Teachers will create weekly calendars and share with their students at the beginning of each week. The weekly schedule will also be posted to the course home pages.

Special Education teachers will continue to offer instruction according to FAPE guidelines.

### **High School Teacher Expectations**

Teachers will

- open course content one unit or two weeks at a time (if the unit is longer than two weeks)
- hold 45-minute subject-area office hours twice/day Monday – Thursday (see schedule below)
- reach out to select students to schedule individual sessions if they feel they are necessary
- schedule additional targeted help sessions at their discretion and availability (availability for live instruction will vary as the majority of our teachers now have children at home to care for)
- create and post videos as a guide to units, reviewing lesson objectives and assignments. Videos will be posted in announcements for the course
- create and post individual lesson recordings
  
- Students can request 1:1 sessions with their teachers with the exception of asynchronous K12 electives.
- Daily class plans will be posted on the course page with due dates.
- Special Education services will continue uninterrupted with some slight schedule variations.
- Friday schedule remains same for all (Academic Coaching, additional support sessions, asynchronous course work).

### **CTE Teacher Expectations**

CTE faculty are presenting lessons and sending the lessons to their students. They are also providing lesson walkthroughs for students who are failing or who are struggling with the content. Lesson recordings are sent to all students in the course. Weekly announcements outlining the content and assignments due dates are sent to all students. CTE faculty are also contacting Learning Coaches.

### **Student and Parent Expectations**

The typical time commitment for a Learning Coach varies depending on the student and the student's grade level. However, typically a Learning Coach can expect to spend the following amount of time working with students:

- Grades K–5: 3 to 6 hours per day
- Grades 6–8: 2 to 4 hours per day
- Grades 9–12: 1 to 2 hour per day

### **Learning Coach Responsibilities include:**

- Track progress
- Log daily attendance
- Check student e-mail daily and communicate to teacher(s) as required
- Ensure students participate with their teacher(s) in any required Class Connect sessions
- Submit student work samples
- Ensure that students participate in mandatory state and benchmark testing
- Ensure active internet connection availability

## Communication Tools and Strategies

Maintaining open and effective communication between the school, student and parent is one key to a child's academic success. With this in mind we have established the following supports for families

- Insight PA Website: Our website is used to maintain copies of all parent communications. This ensures parents are able to access historical and current documents thus always remaining up to speed about happenings at our school.
- Social Media: Closed Learning Coach and open general Facebook pages along with Twitter are used to post messages and respond to questions or comments daily.
- BI-WEEKLY updates from the Principal: By establishing a routine and predictable avenue for communication, parents will be kept informed of key decisions and events that may impact their students.
- Student Office Hours: This is a normal part of our educational program and is used to support students who may have specific questions for their instructor.
- K12 APP: Our K12 app can be used to access key information related to their students' education.
- K12 Support: This is a regular avenue of support for families and will ensure they can be supported with issues such as:
  - Materials – Replace missing, damaged or lost items
  - Online School Account Setup
  - Online School and 3rd Party Software Login Assistance
  - Online School Navigation & Getting Started Inquiries
  - Reclamation Assistance for Materials and
  - Hardware Technical Support Hardware – Troubleshoot student devices and replace K12-provided hardware as necessary

- Software – Troubleshoot all K12 and 3rd party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
- Identify and troubleshoot software bugs and work with K12 IT teams to resolve
- Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary
- <https://www.help.k12.com> or call 866-512-2273

#### Access (Devices, Platforms, Handouts)

ISPA will make a good faith effort to use a variety of strategies to ensure, to the extent possible, access to learning for all school-aged students. The devices that will be used include, but are not limited to, Lenovo, HP, or other brand Windows based PCs AND students' available technology from the home environment. For internet access, ISPA will encourage the use of the Comcast Internet Essentials program and other regional Internet providers. For those who qualify, ISPA provides Cellular Wi-Fi Hotspots through Verizon Wireless. ISPA reimburses all families for the cost of internet access up to \$35 per month. Due to importing challenges related to COVID19, the availability of some technology may be severely constrained; ISPA will use all possible avenues to distribute existing and new resources where needed. The software platforms being used include Blackboard, K12 LMS and teacher websites. These platforms link with one of ISPA's student information systems.

#### Staff General Expectations

Educational staff are expected to follow daily schedules already in use or schedules developed or approved by program supervisors. Staff are expected to monitor student participation and use pre-established procedures for intervening and reporting lack of student participation. Staff are expected to track participation in the virtual environment and stay in contact with students and families, regardless of the student's participation in virtual environments.

Professional and support staff will be expected to work hours and days as defined in the employee handbook.

#### Student Expectations

##### **STUDENT RESPONSIBILITIES**

- Log-on daily
- Complete lessons daily
- Attend and actively participate in required Class Connect sessions (live attendance is preferred and may be mandated if student is not making expected progress)
  - Check emails daily and respond in a timely manner
- Submit assignments on or before due dates

## Attendance / Accountability

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful online educational experience at ISPA. A student is counted as present for the day when he or she logs into the Online School through the student account, completes work within a course through the student account, or attends a Class Connect Session accessed through his or her daily plan. Students must log into the Online School to be considered present even when no live Class Connect Sessions are scheduled.

Insight Pennsylvania Systems will automatically capture daily Online School student log-in, work, and class connect session attendance. In addition - Insight Pennsylvania requires that each Learning Coach log the time spent working on content in each course each day. Time entered here should reflect the total time spent working on the course that day (both online work in the Online School and off-line work completed by the student).

### GRADING

To ensure no student is penalized by COVID19 circumstances, ISPA has and will make the following adjustments to the grading policy.

#### **REPORT PERIOD 3 Grades-All Grades**

- Grades for RP 3 will reflect work up that was completed up until our last day of available live instruction (March 13th)
- There will be a soft closure of grade books on April 3rd as planned. Teachers will keep grade books open so students may access old work K-12.
- Gradebooks will officially close on April 17th
- Report Cards will be distributed after April 17th
- Students will be encouraged to complete makeup assignments between April 6th and April 17th.
- Students should only work on assignments that were missed prior to April 3rd; work completed during this time will be included in quarter 3 grades.
- Students not in need of making up assignments will be encouraged to move ahead to new content (asynchronously) that will be included in RP4 grade calculations.

#### **REPORT PERIOD 4**

##### **ELEMENTARY SCHOOL**

Grading and Reporting in Elementary (K-5) is provided through the use of academic standards based progress reports. Students will receive a report for RP4 at the conclusion of the school year in June. For each covered standard students receive one of four mastery designations below

- Meets
- Progressing
- Areas of Concern
- Not assessed this quarter

In addition to this students will receive feedback about their qualities of a learner and assessment completion.

##### **MIDDLE SCHOOL**

Students in middle school will be assigned a numerical/letter grade by their teachers. Grades will include the following:

- Computer Graded and Teacher Graded Assignment
- Online or paper based practice sets
- Quizzes
- Exams
- Threaded Discussions
- Presentations
- Assessment Grades

Report cards will include narrative comments for each subject area and reflect quarterly grades that are averaged to result in a final grade. End of Quarter Report cards will only be provided for students enrolled 5 weeks prior to quarter end. Students must pass 3 out of 4 core courses with a score of 60% or higher to be promoted to the next grade level . The grading scale is as follows: Grade Scale A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = Below 60%

**High School**

Students in high school will be assigned a numerical/letter grade by their teachers. Grades will include the following:

- Computer Graded and Teacher Graded Assignment
- Online or paper based practice sets
- Quizzes
- Exams
- Threaded Discussions
- Presentations
- Assessment Grades

Report cards will include narrative comments for each subject area and reflect quarterly grades that are averaged to result in a final grade. End of Quarter Report cards will only be provided for students enrolled 5 weeks prior to quarter end. The grading scale is as follows: Grade Scale A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = Below 60%

GPA Calculations Total number of quality points earned as compared to total points possible.  
 Standard Course Quality Points: A=4, B=3, C=2, D=1, F=0 Honors Course Quality Points: A=4.5, B=3.5, C=2.5, D=1.5, F=0 Advanced Placement Course Quality Points: A=5, B=4, C=3, D=2, F=0  
 Grade Scale Credit Scale A = 90%-100% 0-5.99 Credits: 9th Grade B = 80%-89% 6-11.99 Credits: 10th Grade C = 70%-79% 12-17.99 Credits: 11th Grade D = 60%-69% 17-24 Credits: 12th

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

ISPA provides technology and ongoing technology support to students and families. ISPA will continue to use all available resources to the extent possible to provide technology to the students and families that are in need of technology hardware and/or internet access, and/or to assist families in making use of existing resources in their home. Educational staff will make all efforts to assist families with technology issues at the building/program level using resources available. If the

building/program level administrators are unable to problem solve the technology issue, then it will be elevated to the technology division.

### Special Education

In response to the COVID-19 pandemic and the need to establish a continuity of education plan, the Insight Pennsylvania Cyber Charter School has developed a modified instructional model. This includes changes to the general education program model including an increase of asynchronous delivery of instruction. Special Education teachers will cooperatively plan for asynchronous educational activities that were historically synchronous on the specially designed instruction and modifications delineated in students' Individual Education Plans.

Students within special education that have received resource room support and learning support classes will continue to have these available at the frequency described in their Individual Education Plans.

Within the Life Skills programming, a flexible schedule has been constructed for students to access their functional mathematics, functional reading and functional written expression curriculum with special education teacher developed, pre-recorded lessons throughout the day. A special education teacher is available 6 hours per day to support students in their lessons within the Life Skills classroom. Students individualized direct support and progress monitoring sessions will continue to be scheduled with their special education teacher to support their areas of need.

With the exception of physical therapy, related services will be made available for online delivery during the period of social distancing until guidance from the Center for Disease Control (CDC) and PA Department of Education can help to determine when it would be safe and reasonable to reintroduce face-to-face services.

Physical Therapy will be placed on hold per the Pennsylvania Department of Education guidance on social distancing. At that time physical proximity restriction guidance has been lifted, the IEP team will take steps to determine additional or alternate service planning needs resulting from the temporary discontinuation of physical therapy services during this period.

Within the time period of the Continuity of Education Plan, students' compliance paperwork will continue to be implemented within federal and state guidelines and provisions. This includes parent requested meetings and revisions, as necessary and appropriate based on student data. Student data will be collected at the same rate provided prior to the Continuity of Education Plan and will also be used to identify the progress on students' goals throughout the Continuity of Education Plan and to be considered by MDE Teams upon the schools within the Commonwealth reopening per Governor Wolf's order.

#### EL Supports

Students with identified English language needs will continue to receive instruction in and support with listening, speaking, reading, and writing in English, to the extent possible, in a virtual environment. English as a Second Language (ESL) teachers and additional educational staff that provided support to identified students will remain available in virtual environments.

#### Gifted Education

Students with identified needs in gifted education that were being provided gifted instructional modifications from ISPA educational staff will continue to receive these services in the virtual environment to the extent possible.

#### Building/Grade Level Contacts

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#### Resource Links

School Website: <https://pa.insightschools.net/>  
School Nurse/Health Information: <https://padlet.com/wsmith50/q32phwap42zk>  
Elementary School Counseling Website <https://ispaelemcounseling.weebly.com/>  
ISPA MS Counseling Website <https://ispamscounseling.weebly.com/>  
High School Counseling <https://ispahscounseling.weebly.com/>