

## Continuity of Education Plan

School District	Whitehall-Coplay School District
Superintendent	Dr. Lorie D. Hackett
Address	2940 MacArthur Road, Whitehall, PA 18052
Email/Phone	<a href="mailto:hackettl@whitehallcoplay.org">hackettl@whitehallcoplay.org</a> / 610-439-1431
Website	<a href="https://www.whitehallcoplay.org/districtsite/">https://www.whitehallcoplay.org/districtsite/</a>

Goal of Plan
The Whitehall-Coplay School District is committed to making a good faith effort to provide continuity of education by providing opportunities to maintain and to develop skills through organized extension and enrichment activities as well as planned instruction for presenting new skills and concepts with reasonable and appropriate support for all students during this period of closure.

Overview of Plan
<p><b>March 16- April 3</b></p> <p>During the initial phase of school closure, the district provided opportunities to enhance and review previously learned skills and concepts through various educational activities. Students were provided links to various educational software programs and learning sites such as: BrainPop, Khan Academy, IXL, PBS learning programs, Xtra Math, Study Island, Imagine Math, StarFall, K12 Learning, Time for Kids</p> <p><b>Gockley, Steckel, and Zephyr Elementary Schools:</b>            Elective Learning Opportunities were posted on our elementary websites, <a href="#">Gockley</a>, <a href="#">Steckel</a>, and <a href="#">Zephyr</a>. While the activities posted were not graded, they provided excellent opportunities to remediate and enhance learning that had already taken place in the students' current classes.</p> <p>A <a href="#">Chromebook Pickup Survey</a> was sent out to families in order to devise a plan for chromebook distribution. The following schedule was created to enable district staff to distribute devices as quickly and safely as possible while recording important information to document the student's name with the chromebook name/number at the elementary level.</p> <p>3:00-4:00P.M. - Gockley students            4:00-5:00P.M.- Steckel students            5:00-6:00P.M. - Zephyr Students</p>

**Whitehall-Coplay Middle School:**

Teachers in all subject areas posted work for enrichment, extension, and review. Zoom sessions were conducted to make contact with students. Teachers in ELA, Mathematics, and Science posted Study Island opportunities for enrichment. Special subject teachers posted relevant, interesting lessons that could be accomplished from home.

**Whitehall High School:**

Elective Learning Opportunities were posted on our [High School website](#). While the activities posted will not be graded, they will provide excellent opportunities to remediate and enhance learning that had already taken place in current classes.

**April 14 - duration of the school year**

Beginning on April 14 through the end of the school year teachers K-12 will resume presenting new concepts and skills aligned to course/grade level standards and planned curriculum. Student work will be monitored, assessed, and graded. Teachers and specialists will provide personal contact via zoom sessions and Google Classroom meetings and conduct open office hours to provide personalized assistance to students for academic and emotional needs. Weekly instructional plans and assignments will be posted on each school's websites. Additional resources for remedial, extension, and enrichment activities will also be posted and updated on school websites throughout the remainder of the school year.

**Gockley Elementary:**

<https://www.whitehallcoplay.org/site/default.aspx?PageType=3&ModuleInstanceID=5289&ViewID=e180f8c2-82f8-444d-a6f1-6f1739eda3f2&RenderLoc=0&FlexDataID=8634&PageID=15>

**Steckel Elementary:**

<https://docs.google.com/document/d/15Zyg8gF92YCpvUlbnUKP4uZ1iYvra9xi3VHU-i5dCuA/edit>

**Zephyr Elementary:**

<https://www.whitehallcoplay.org/site/default.aspx?PageType=3&ModuleInstanceID=5288&ViewID=e180f8c2-82f8-444d-a6f1-6f1739eda3f2&RenderLoc=0&FlexDataID=8632&PageID=11>

**Whitehall-Coplay Middle School:**

<https://sites.google.com/whitehallcoplay.org/wcmslearninglinks/home>

**Whitehall High School:**

<https://www.whitehallcoplay.org/site/default.aspx?PageType=3&ModuleInstanceID=5287&ViewID=e180f8c2-82f8-444d-a6f1-6f1739eda3f2&RenderLoc=0&FlexDataID=8630&PageID=17>

## Expectations for Teaching and Learning

### **March 16-April 3**

#### **Gockley, Steckel, and Zephyr Elementary Schools:**

During the initial phase of the school closure, teachers posted Elective Learning Opportunities on the elementary websites, [Gockley](#), [Steckel](#), and [Zephyr](#). While the activities posted were not intended to be graded, the extended and enrichment activities provided excellent opportunities to remediate and enhance learning that had already taken place in current classes.

#### **Middle School:**

The expectations for students during this time were to make efforts to access and login to teacher-posted information. Students were expected to participate in enrichment, extension, and review activities to maintain their current academic levels. Students were encouraged to reach out to teachers and counselors with any issues and many did so. The middle school established a webpage linked directly to our homepage for use as a centralized, consolidated repository for parents and students.

<https://sites.google.com/whitehallcoplay.org/wcmslearninglinks/home>

#### **High School:**

Elective Learning Opportunities were posted on our [High School website](#). While the activities posted here will not be graded, they will provide excellent opportunities to remediate and enhance learning that had already taken place in your current classes.

### **April 14 - duration of the school year**

#### **Gockley, Steckel and Zephyr Elementary Schools:**

##### **Teacher Expectations:**

- All classwork for the week should be posted on Monday by 9 a.m. Teachers are to plan according to the specific needs and pace of their classroom.
- Teachers should make a virtual connection with their classes at least one time per week.
- Teachers should have one scheduled weekly collaborative meeting with students.
- Office Hours are highly recommended (time set aside for parents to speak with you via email/Zoom).

##### **Student Expectations:**

- Students should complete the assignments and instructional activities as assigned by each teacher by the expected due dates. Work will be submitted the following Monday and this will be used for attendance purposes.
- 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.
- Students should contact the teacher if they have questions or concerns.
- Students should follow the teacher's established communication plan.

**Middle School:**

Teachers will be posting new information and conducting their classes in a virtual environment. New instruction addressing standards and following the planned curriculum will begin Tuesday, April 14. Students will be accountable for assignments starting this date and assessment will begin.

**High School:**

For the remainder of the school year, the general expectations for learning will be as follows:

- Classwork will be posted by your child(ren)'s teacher(s) each Monday by 9 a.m.
- Teachers will be asked to make a virtual connection with their classes at least once during the course of the week.
- Teachers will be encouraged to post specific "office hours" for parents/students to reach out with questions and/or concerns.
- Student work will be graded.
- Student attendance will be monitored by teachers and administration.

The following schedule has been created to avoid overlap and to help create a more structured learning environment for students and parents. The concept is that teachers will be available during this time for students. This does not necessarily mean that teachers are "live" teaching for the entire 45 minutes.

**Monday**

10:00 - 12:00 Open Office Hours

**Tuesday**

Period 1 10:00 - 10:45

Period 2 11:00 - 11:45

**Wednesday**

Period 3 10:00 - 10:45

Period 4 11:00 - 11:45

**Thursday**

Period 5 10:00 - 10:45

Period 6 11:00 - 11:45

**Friday**

Period 7 10:00 - 10:45

Period 8 11:00 - 11:45

- Office Hours established as necessary beyond these times

The district realizes that, during this unprecedented situation, open and fluid communication is critical to provide the community, parents, students and all staff members with the most updated information regarding the district's efforts to address the educational, social and emotional needs of all students. Continual communication has been and will continue to be provided through various available communication tools.

Letters are emailed to all parents and staff members with continual updates on aspects of the educational plan including: teaching and learning expectations, resources for free Internet access, and food distribution locations. The district also posts this information on its website, and robocalls are used to disseminate important and time-sensitive information. District administration has worked closely with the technology department and building administrators to survey parents to establish student needs for Chromebooks and coordinate opportunities for distributing devices to students. The administrative team has regular virtual meetings to coordinate our efforts and to ensure effective and efficient communication throughout the school community.

**Gockley, Steckel and Zephyr Elementary Schools:**

Gockley, Steckel, and Zephyr will be using all communication tools at its disposal to inform the community, parents, and students of the evolving educational changes as a result of the COVID-19 pandemic. These tools include but are not limited to: school email, personal email, robocalls, personal phone calls, communication apps, Twitter, Instagram, Facebook, and the Elementary School websites. Efforts to communicate effectively with our community will be carefully coordinated with our District Office, High School and Middle School, and Technology Department. Communication and meetings with teachers will be held once a week through Zoom. Guidance counselors will continue to make a daily effort to contact families that the teachers have been unable to reach. Translation tools and dual language speaking staff members will support teachers and administration in communication with our ESL families.

**Middle School:**

Teachers have been in consistent contact with students and parents since the onset of school closure. Administration has been sending messages via our Swift messaging system through PowerSchool at least once or twice weekly keeping parents up-to-date on the evolving situation. Teachers use Remind, Google Classroom, and parent message through PowerSchool to inform team families of educational expectations. Through our partnership with Communities in Schools, a parent survey was sent out to establish technology access in the home. Administration sent a survey to all parents to establish the need for a device pickup, resulting in two opportunities for Chromebook pickup and increased access to approximately 80% of our students.

**High School:**

The High School will be using all communication tools at its disposal to inform the community, parents, and students of the evolving educational changes as a result of the COVID-19 pandemic. These tools include but are not limited to: school email, personal email, robocalls, personal phone calls, Twitter, Instagram, Facebook, and the High School website.

Efforts to communicate effectively with our community will be carefully coordinated with our District Office, Elementary and Middle Schools, and Technology Department.

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

**March 16 - 27** -- Elementary and Middle School students used various devices within their homes. All High School students had individual Chromebooks provided by the district. Students were encouraged to participate in extended learning activities created by their teachers for language arts, math, and stem activities as well as participate in enrichment learning through commonly used websites and software programs, including Google Classroom, See-Saw, Scholastic News, Newsela, Xtra Math, Imagine Math, Study Island, IXL, Khan Academy, authors' sites, virtual field trips, BrainPop, online resources from textbook companies.

**March 26 - April 3** -- Parent survey regarding student access to devices was sent to all Elementary and Middle School parents via email.

Weekly assignments from all grades and courses were available for student access through an Extended Learning page created for each school's website.

**March 30** - Middle School distributed Chromebooks to grade 6-8 students.

**April 3** - Elementary schools distributed Chromebooks to grade K-5 students.

**April 9** - Middle School did a second Chromebook distribution for grades 6-8.

Total, roughly 80% of students have received their devices.

**April 9 - 13** - Elementary schools provided a second opportunity for parents to borrow a chromebook for the duration of the school closure.

#### Platforms:

**K-1** will utilize See-Saw as the major platform to deliver instructional materials, mini lessons, tutorial videos, activities, and assignments to the primary students. Teachers will also use Zoom to interact with students on a regular basis but not less than once a week.

**Grades 2-12** will primarily utilize Google Classroom as the major platform to deliver instructional materials, lessons, tutorial videos, activities, and assignments. Teachers will also use Zoom and Google Classroom meetings to interact with the students on a regular basis but not less than once a week.

#### Staff General Expectations

##### **Weeks 1-4: March 16 - April 8, 2020**

During the initial phase of this plan, all teachers were providing review, extended, and enrichment opportunities and activities for their students and responded to questions. Counselors and all specialists, such as the Reading, ESL, and Special Education staff were contacting students to determine if they could provide any support or assistance. Classroom

teachers were expected to reach out to their students to create a sense of familiarity and offer support in the learning opportunities being provided. Most teachers were scheduling classroom meetings and Zoom sessions providing an opportunity for the students to interact with one another and facilitating educational activities.

**April 14 - duration of the school year**

As the district moves into a Planned Instruction format, all teachers and specialists are expected to resume their responsibilities as possible in a virtual environment. All teachers will present new material/concepts and skills following their curriculum. All teachers and specialists will provide personal contact and instruction via Zoom sessions and Google Classroom meetings and conduct open office hours to provide personalized assistance to students for academic and emotional needs. Instructional assignments will be posted on the website by Monday at 9 a.m. for the week. Assignments will be graded and recorded. As possible, paraeducators will support students and teachers.

**Student Expectations**

**Weeks 1-4: March 16 - April 8**

In an effort to allow students to remain cognitively engaged while away from school, our teachers developed extended learning opportunities and activities, which were optional for students, were not graded, and did not introduce any new learning. Recognizing that not all students have access to technology, the staff intentionally created a balance of both online and offline activities. In addition, if a student had access to Google Classroom or any other online platforms, their teacher may have posted additional information. This work also remained optional and ungraded.

**April 14 - duration of the school year**

As the district moves into a Planned Instruction mode of learning, the teachers K-12 will resume presenting new concepts and skills aligned to course/grade level standards and planned curriculum. Student work will be monitored, assessed, and graded. Teachers and Specialists will provide personal contact via Zoom sessions and Google Classroom meetings, and students are expected to be in attendance. Students are expected to reach out to their teachers during open office hours to receive assistance for academic questions and needs. Weekly assignments will be due no later than 9 a.m. every Monday morning. Attendance will be determined based on the completion of the assigned work.

**Attendance / Accountability**

**Weeks 1-4: March 16 -April 8**

During the initial phase of the school closure, students were strongly encouraged to participate in the extension and enrichment opportunities and activities provided by their teachers. Recognizing all students did not have access to technology, participation was strongly encouraged, however attendance was not taken and work was non-graded.

**April 14 - duration of the school year**

On April 14 the district will be moving into a Planned Instruction format. New concepts/skills aligned to grade level/course standards will be presented weekly. Student work will be monitored, assessed and graded. Attendance will be determined based on the students completion of the assigned work.

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

This education plan demonstrates the District's commitment to providing equity in educating all students in our schools. The plan outlines the manner in which the needs of our English Learners, Special Education and Gifted students will be addressed. Building Speech and Reading Specialists will continue to support the students who have been receiving their services. Each school's website will provide direct access to lessons and resources the teachers will be incorporating into their weekly instruction.

In addition, the Middle School and High School Behavioral Interventionist, Social Workers, all School Counselors, and Psychologists will be reaching out to the students to provide social and emotional support.

The district has made every effort to provide Chromebook devices to students without access to technology in their homes. The Middle School and Elementary schools surveyed their students and parents to access the degree of need for individual devices. Each school provided two opportunities for parents to collect a Chromebook prior to the start of online planned instruction. The district website provides a list of local resources to acquire free internet access including the two major internet providers for the county. The district continues to distribute bagged breakfast and lunches, providing students with meals for 5 days in the week. The website also lists local facilities that are distributing meals for the students. Lastly, several employees are bilingual and assist the schools in communication with parents as needed.

**Special Education Supports**

The District is committed to making a good faith effort to provide continuity of education, planned instruction, and reasonable and appropriate support for students during this period of closure. This interim plan is intended to remain in effect only during the period of emergency school closure. It does not replace the current IEP, which will resume when the mandated closure ends. When school resumes, the district will implement the student's current IEP and

the student might be entitled to compensatory services as determined by an IEP team, based on an individualized assessment of the effect of the break on his or her educational progress.

Accommodations and modifications will be made in consideration of students' varying instructional levels, as well as specific needs related to accessing the online or offline content through instructional technology. The student's specially designed instruction will be implemented as consistently as practicably possible given the environment in which services are being delivered.

**Weeks 1-4: March 16 - April 8**

- Special Education on-line resources will be provided by case managers via email or on the school's website.
- The student's case manager will be in contact with the student via email, video conferencing, or audio conference weekly to offer support, resources, and guidance.

**April 14 - duration of the school closure**

- Special Education teachers are working in conjunction with teacher colleagues to ensure academic materials are provided for all instructional levels with modifications to the general education curriculum as per the student IEP. Paraeducators will support the teacher and students as well.
- Special Education on-line resources will be provided by case managers via email or on the school's website.
- The student's case manager will be in contact with the student via email, video conferencing, or audio conference weekly to offer support, resources, and guidance.
- The District will continue to hold IEP meetings during the extended school closure via video or audio conference calls. The student's case manager will contact families to make appropriate arrangements for the IEP meeting.
- Related Services will be provided through consultation with case managers, families, and students. Therapists will provide support through a tiered system of service delivery (Consultation, group support through video conferencing with classrooms, and/or direct contact via email, audio conferencing, or video conferencing).

The District is committed to making a good faith effort to provide continuity of education, planned instruction, and reasonable and appropriate support for English Learners during this period of closure.

### **Weeks 1-4: March 16 - April 8**

#### **Gockley** - The ESL teacher:

- Connected with all ESL families on See-Saw and with students virtually.
  - Translated a letter to parents for Chromebook pickup.
- Posted Extended Learning Opportunities (phonics, letter recognition, spelling, reading, writing, and listening activities) on the district website.
  - Resources: Starfall, Storyline Online, Heggerty Phonemic Awareness
- Communicated with ESL classroom teachers as well as the ESL department regarding supporting ELs.
- Attended CLIU Zoom meetings regarding supporting ELs remotely and supporting ELs in content classrooms.

#### **Steckel** - The ESL teacher:

- Connected with ESL families and with students virtually on ClassTag.
  - Was assisted by bi-lingual paraeducator in contacting families.
    - Bi-lingual paraeducator assisted with elementary Chromebook distribution to provide translation to families as needed.
- Posted Extended Learning Opportunities (spelling, reading, written expression, and grammar) on ClassTag and district website.
  - Resources: Storyline Online (provides read alouds and closed captioning)
  - Multiple modes of submission (pictures, Google doc, Google form)
- Attended Zoom meetings (along with paraeducators) with ESL classroom teachers as well as ESL department regarding supporting ELs.
  - Became co-teacher in Google Classrooms of EL homeroom teachers.
- Communicated with special education teachers regarding updates to ELs' IEPs.
- Attended CLIU Zoom meetings regarding supporting ELs remotely and supporting ELs in content classrooms.

#### **Zephyr** - The ESL teacher:

- Connected with ESL families.
  - Was assisted by bi-lingual paraeducators in contacting families.
- Posted Extended Learning Opportunities on ClassTag, ESL Google Classroom, and district website.

- Resources: Rosetta Stone (language acquisition), Starfall (phonics), Scholastic (videos with closed captioning, vocabulary with visuals, lower-level passages, on-level passages read aloud, Spanish passages), and Study Island
- Multiple modes of submission
- Attended grade-level Zoom meetings and communicated with the ESL department regarding supporting ELs.
- Communicated with school psychologist regarding an IEP for a dually identified student and with IU audiologist regarding an EL student.
- Attended CLIU Zoom meetings regarding supporting ELs remotely and supporting ELs in content classrooms.

**Middle School** - The ESL teacher:

- Contacted (via email/text) families regarding Extended Learning Opportunities being available on Google Classroom.
- Posted Extended Learning Opportunities to ELs via Google Classroom.
  - Week 1 - EdPuzzle, Actively Learn, CommonLit, Writing Prompt, Khan Academy, Rosetta Stone
  - Week 2 - Vocabulary.com, Newsela, Quizizz, Study Island, Rosetta Stone
  - Week 3 - Daily Writing Prompts, FlipGrid, EdPuzzle, Scholastic, Khan Academy, Reading Challenge, Rosetta Stone
  - Week 4 - Daily Writing Prompts, FlipGrid, EdPuzzle, Scholastic, Khan Academy, Reading Challenge, Rosetta Stone
- Attended grade-level Zoom meetings and communicated with the ESL department regarding supporting ELs.
- Attended CLIU Zoom meetings regarding supporting ELs remotely and supporting ELs in content classrooms.

**High School** - The ESL teachers:

- Contacted students via Google Classroom and instructed them to check Google Classroom daily and use Google translate as needed.
  - Reminded students to email for clarification/supports.
  - Created Talking Points roster to communicate with families.
- Posted Extended Learning Opportunities for ELs in Google Classroom.
  - Created instructional videos for assignments using ScreenCastify.
  - Resources: Rosetta Stone, teacher-created questions/writing opportunities, Study Island, Khan Academy, Vocabulary.com, Scholastic TrueFlix, keeping Extended Learning Opportunities consistent to class assignments
  - Multiple practice opportunities using charts, Google forms, Google slides
- Communicated with the ESL department regarding supporting ELs.

- Created Google classroom as a means for paraeducators to support ELs in content classrooms.
- Attended CLIU Zoom meetings regarding supporting ELs remotely and supporting ELs in content classrooms.

#### **April 14 - duration of the school year**

Beginning on April 14 through the duration of the school closure ESL teachers will resume presenting new concepts and skills aligned to course/grade level standards and planned curriculum.

#### **Gockley:**

The teacher will post slides with activities on the building website, which will include new ELD and ELA curriculum in all 4 domains (reading, writing, speaking, and listening) using a variety of resources, including the National Geographic textbook resources. Additionally, she will read a weekly story to ELs and post it on See-Saw for language development and comprehension building. As possible, content support by paraeducators will be provided.

#### **Steckel:**

The teacher will continue to post learning activities on ClassTag, Google Classroom, and the district website. The teacher will continue using StorylineOnline for language arts to teach the domains of ELD instruction and grade-level standards, including reading skills, strategies, word work, writing assignments, and grammar skills. The teacher will use one story and target all subject areas from that one place to streamline instruction for ELs. The teacher will use Google Drawings to show students example work of what is expected. Additionally, the teacher will use IXL.com for student practice of skills and to keep track/collect data of their online work. Additionally, the teacher and ESL paraeducators will continue to support content-area classroom teachers by attending Zoom meetings and being a co-teacher in Google Classrooms.

#### **Zephyr:**

Students will have a variety of assignments modified to their varying levels of English proficiency. Students will have daily assignments to improve reading, writing, speaking, and listening skills. Assignments will be posted on the building website so that families can easily access the assignments. Multiple platforms will be utilized by families and students including ClassTag and Google Classroom. Rosetta Stone, Scholastic News, Flocabulary, Vocabulary Spelling City, Study Island, and Starfall websites will be utilized in daily lessons. As possible, content support by paraeducators will be provided.

#### **Middle School:**

ELs will be provided reading, writing, speaking, and listening activities based upon the student's English Language Proficiency levels. The teacher will use resources from the textbook, screencastify videos, FlipGrid, Study Island, Rosetta Stone, Scholastic, CommonLit, ReadWorks, Khan Academy, Quizizz, EdPuzzle, Actively Learn, Quizlet, Newsela, Journal Writing, and Zoom Meetings. As possible, content support by paraeducators will be provided.

**High School:**

ELs will be assigned new learning activities, which will include reading, writing, speaking, and listening, according to students' English proficiency levels. Online material, websites, and apps will be used including textbook resources, Google Classroom, Scholastic, Study Island, Rosetta Stone, Pear Deck, Flipgrid, and Google casting recordings to model assignments. As possible, content support by paraeducators will be provided.

**Gifted Education**

The District is committed to making a good faith effort to provide continuity of education for students identified as gifted during this period of closure.

**Weeks 1-4: March 16 - April 8****Gockley:**

There are currently no identified gifted students in Kindergarten and first grade.

**Steckel:**

Using Google Classroom, the teacher has been assigning various articles with vocabulary and comprehension questions on Readwork.org for students to complete at enriched grade levels. They've also had opportunities to read articles using online Time for Kids magazines. Written responses about the articles were requested using a Google Form. Students have also been presented with Math videos and quizzes to complete on BrainPopJr.com. Lastly, students have been assigned Social Studies and Science challenges on IXL.com.

- [ReadWorks.org](https://www.readworks.org/)- content, curriculum, and tools to power teaching and learning from 2nd to 5th Grade
- <https://jr.brainpop.com/>- content, curriculum, and tools to power teaching and learning from 2nd to 3rd Grade
- <https://www.ixl.com/science/>- content, curriculum, and tools to power teaching and learning from Kindergarten to 12th Grade
- [https://www.ixl.com/social-studies](https://www.ixl.com/social-studies/)- content, curriculum, and tools to power teaching and learning from Kindergarten to 12th Grade
- <https://www.timeforkids.com/>- content, curriculum, and tools to power teaching and learning from 4th to 6th Grade

**Zephyr:**

Using Google Classroom, the teacher has been assigning various articles with vocabulary and comprehension questions on Readwork.org for students to complete at enriched grade levels. They've also had opportunities to read articles using online Time for Kids magazines. Written responses about the articles were requested using a Google Form. Students have also been presented with Math videos and quizzes to complete on BrainPop.com. Lastly, students have been assigned Social Studies and Science challenges on IXL.com.

- [ReadWorks.org](https://www.readworks.org/)- content, curriculum, and tools to power teaching and learning from 4th to 7th Grade

- <https://www.brainpop.com/>- content, curriculum, and tools to power teaching and learning from 4th to 6th Grade
- <https://www.ixl.com/science/>- content, curriculum, and tools to power teaching and learning from Kindergarten to 12th Grade
- <https://www.ixl.com/social-studies/>- content, curriculum, and tools to power teaching and learning from Kindergarten to 12th Grade
- <https://www.timeforkids.com/>- content, curriculum, and tools to power teaching and learning from 4th to 6th Grade

### **Middle School:**

The teacher continued with content-area classroom push-in lessons to meet GIEP goals.

- 6th grade:
  - STEM Earthquake Engineering Project - reposted directions and due date
  - Culture Unit - posted introduction unit, Family Tree activity, and link to editable Family Tree template to complete activity
- 7th grade:
  - Tessellation Art/Math Project - reposted directions with additional online resources for instruction review
  - Oral Storytelling with Greek Mythology - posted directions, reading assignment called “The Story of Stories” (excerpts from the book, Popcultured by S. Turner) and related questions
- 8th grade:
  - Science Unit Environmental Chemistry/Energy Sources - invited students to share in the LIVE streaming Science Labs by Flinn Scientific every day M-F at 2 pm
  - Project Citizenship - posted introduction with directions and links to the National Statuary Collection by States and directions for the assignment on the topic, “What is a Legacy?”
  - Logical Thinking - posted resources for: Solitaire & online thinking games, word puzzles, logic puzzles, origami (paper airplanes, etc...)
  - Knowledge Quizzes & Questions resources - suggested for the 3-2-1 participants in particular, but available to all students
- All students have received additional resources and links (where applicable) for enhanced learning in areas of their interests and individual talents.

### **High School:**

Gifted students are following differentiated instruction from the Regular education teacher in their chosen subject area(s).

### **April 14 - duration of the school year**

### **Gockley:**

There are currently no identified gifted students in Kindergarten and first grade.

**Steckel & Zephyr:**

Using Google Classroom, the teacher will be assigning various articles with vocabulary and comprehension questions on Readwork.org for students to complete at enriched grade levels. Students will also have opportunities to read articles using online TIME for Kids magazines. Written responses about the articles are being requested using a Google Form. Students have also been presented with Math videos and quizzes to complete on BrainPopJr.com. Additionally, students have been assigned Social Studies and Science challenges on IXL.com. Lastly, Google Classroom will provide each grade level with an enrichment project, and students will research a self-selected topic.

**Middle School:**

To meet the gifted students' individualized plans, the teacher will continue to provide acceleration and/or enrichment in core academic classes.

- Grade 6 - Enrichment activities to coincide with 6th-grade world geography will include cultural comparison opportunities.
- Grade 7 - Enrichment activities to enhance 7th-grade ELA will include a different, high-interest genre (mythology) as well as critical thinking and oral storytelling.
- Grade 8 - Enrichment activities to enhance 8th-grade social studies and ELA will include Project Citizenship in which students will research either a local, national, or world-wide topic of interest.
- All students will continue to receive additional resources and links (where applicable) for enhanced learning in areas of their interests and individual talents.

**High School:**

Gifted students are following differentiated instruction from the Regular education teacher in their chosen subject area(s) of interest.

Building/Grade Level Contacts		
<b>Gockley</b>	Mrs. Denise Saylor, Principal	K-1
<b>Steckel</b>	Mrs. Cora Snyder, Principal	2-3
<b>Zephyr</b>	Ms. Terri Miller, Principal	4-5
<b>Middle School</b>	Mrs. Angela Freibolin, Principal	6-8
<b>High School</b>	Mr. Nate Davidson, Principal	9-12

Resource Links
<b>Gockley:</b>

<https://www.whitehallcoplay.org/site/default.aspx?PageType=3&ModuleInstanceID=5289&ViewID=e180f8c2-82f8-444d-a6f1-6f1739eda3f2&RenderLoc=0&FlexDataID=8634&PageID=15>

**Steckel:**

<https://docs.google.com/document/d/15Zyg8gF92YCpvUlbNUKP4uZ1iYvra9xi3VHU-i5dCuA/edit>

**Zephyr:**

<https://www.whitehallcoplay.org/site/default.aspx?PageType=3&ModuleInstanceID=5288&ViewID=e180f8c2-82f8-444d-a6f1-6f1739eda3f2&RenderLoc=0&FlexDataID=8632&PageID=11>

**Middle School:**

<https://sites.google.com/whitehallcoplay.org/wcmslearninglinks/home>

**High School:**

<https://www.whitehallcoplay.org/site/default.aspx?PageType=3&ModuleInstanceID=5287&ViewID=e180f8c2-82f8-444d-a6f1-6f1739eda3f2&RenderLoc=0&FlexDataID=8630&PageID=17>