



Continuity of Education Update

April 7, 2020



2019-20 Revised Calendar

- **March 27** - Teacher In-Service Day (Enrichment & Review)
- **April 9** - Maintain Early Dismissal
- **April 10 & 13** - Teacher In-Service Days (Planned Instruction Curriculum Development)
- **April 14** - School Day for Teachers & Students (planned snow make-up day)
- **May 22, June 2, June 3** – Remove Early Dismissals
- **June 2** - Graduation
- **June 4** - Last Student Day (Remains Early Dismissal)
- **June 5, 8, 9, 10** - Add four (4) Act 80 days at the end of the school year (Teacher In-Service Days)
- **June 11** - New Teacher Alternative In-Service (AIS) Day

*Plan allows HSD to meet school code's hour requirements for all grade levels.

**District will meet 180 day requirement (even though it was waived) by using Act 80 days.



Learning Environments

- Classroom & home learning environments - similar, yet different
- Awareness of variables that impact a home learning environment:
 - Age of learner
 - Needs within the home
 - Support at home
 - Language needs
 - Ability to complete activities independently
 - Access to internet
 - Readiness to learn online
 - Individual learning needs
 - academic
 - social
 - emotional



Continuity Plan Adjustments

- Transition from enrichment and review to planned instruction
- Attendance recorded in PowerSchool based on meaningful participation, which means:
 - Completing assigned tasks/work/projects
 - Regular connections with teachers
- New material will be presented
- Exploring how grading will occur during planned instruction at the elementary and secondary levels
 - More to come on grading next week (April 14 Board meeting)



Hempfield's Plan

March 30 - April 9, 2020 (extended for elementary):

- **Enrichment and Review:** Informal activities that reinforce or extend students' prior learning. New standards and skills will not be addressed.

Beginning April 14, 2020 (Secondary, 7-12)

Beginning April 20, 2020 (Elementary, K-6)

- **Planned Instruction (remotely):** Formal teaching and learning similar to that which occurs in a classroom setting.
 - Instruction of new content & skills aligned to grade level standards
 - Assessment of new learning
 - Students must attend regularly & complete course requirements



Grading and Assessment

- Grading guidance received from PDE Friday afternoon:
 - “Calculating and assigning grades for coursework is the responsibility of each LEA. However, the Department encourages LEAs to assign grades based on the information available.”
 - “Students, like LEAs, will not be penalized for not meeting the minimum 180-day requirement as a result of COVID-19.”
 - “It is the responsibility of each LEA to ensure no student is unjustly restricted from completing their high school graduation requirements...”
- Grading update planned for April 14 Board Meeting
- Grading implementation planned for April 20



K-12 Planned Instruction Goals

- Demonstrate empathy and be supportive of students/families/staff engaging in new learning
- Promote positive wellness throughout our entire educational community
- Engage students in meaningful learning opportunities connected to grade level standards
- Continue to foster a culture for learning while creating structures for students to be successful in their virtual learning environment



Elementary Planned Instruction

Elementary Learning Platforms

<i>Virtual Classroom - "teaching"</i>	<i>Supplemental Material - "practice & assessment"</i>
Schoology/Google Meet	Spark (Odysseyware), Grades K-2
	Odysseyware, Grades 3-5
	Edgeunity, Grade 6

- Teachers meet with students daily using the dedicated virtual connection time to provide instruction or connect on prior learning
- Practice and assessment will take place using one of the platforms listed above
- Teachers will monitor progress, supplement and adjust lessons, and provide supports
- Teachers can create additional projects or assignments in Schoology that will allow students to demonstrate learning
- District common summative assessments will be suspended for the remainder of 2019-20



Middle School Planned Instruction

- Core subject areas - ELA, Math, Science, Social Studies, and ELD
 - Edgenuity (Grades 7-8)
 - Provides consistent curriculum
 - Embedded formative assessments that ensure the security of student assessment data and accurate measures of student ability
 - Teachers can create additional projects or assignments in Schoology that will allow students to demonstrate learning
- Exploratories (Art, BCIT, FCS, Health/PE, Music, Tech. Ed., World Languages, Interventions)
 - Project-based learning experience
 - Students will not be asked to go out and purchase items
- District common summative exams and finals will be suspended for remainder of the 2019-20 school year



Middle School Planned Instruction

- Staff Team Meetings
 - Each team meets virtually at least twice per week
- In addition to daily dedicated virtual connection times, teachers will hold “Google Meet” classroom days
 - Mondays – Math
 - Tuesdays – Science
 - Wednesdays – ELA
 - Thursdays – History
 - Fridays - World Languages, Exploratories
- Building Announcements (student activity)
 - WCMS/WLMS daily announcements



High School Planned Instruction

- Staff currently working to design 6-7 weeks of planned, asynchronous learning opportunities
- Department leaders working with teachers to identify and modify a key unit of study (for each course) to focus the learning
- Schoology will be used primarily for communications and management of materials and assignments
- Teachers can create additional projects or assignments in Schoology that will allow students to demonstrate learning



High School Planned Instruction

- Teachers will provide a time estimate for learning opportunities, discuss with the class, and actively monitor
- Teachers will maintain daily dedicated virtual connection times
- Virtual classroom connections will be recorded and posted on Schoology (allows students to view based on their schedules)
- Edgenuity and learning extensions will be available for students who progress quickly through the designed learning opportunities
- District common summative exams and finals will be suspended for the remainder of 2019-20 school year



Special Education Planned Instruction

- Students provided continuum of opportunities for learning depending on level of need
- Itinerant Teachers and Therapists provide direct and consultative support to students and teachers (virtual and through Schoology)
- Teachers monitor progress, adjust lessons, and support student learning



Special Education Planned Instruction

Level of Support/Program	Virtual Learning/Support
Itinerant (Learning Support, Emotional Support, Autistic Support)	Case manager/teacher will check-in weekly with student via Schoology/GoogleMeet...(additional supports, potential accommodations). Also, weekly check-in with teacher to support delivery of instruction and support. <i>Examples: Study Island, Khan Academy</i>
Supplemental/Full-time Learning Support/Life Skills Support/Emotional Support	Case managers/teacher will provide instruction for students who receive replacement instruction as per the level-specific schedule. <i>Examples: READ 180/System 44, Waterford, XtraMath, ALEKS</i>
Autistic Support	Case managers/SpL therapist/Itinerant AS teacher/OT will provide instruction as it relates to verbal behavior programming and replacement instruction. <i>Examples: Verbal Behavior programming, Edmark, TouchMath</i>
Speech/Language Pathologists	Pathologists will provide small group sessions for students with like needs, at least one time per week.
OT/COTA	Will check-in weekly with student/teacher/case manager to provide support and suggested activities related to area of need.
Gifted Support	Case managers will provide weekly group sessions with extension online learning opportunities via Schoology.



Planned Instruction Times

- Teachers provide a time estimate for learning opportunities and discuss with the class and actively monitor
- Teachers will remain conscious of the need for students to learn both online and offline
 - Teacher will remain conscious of minimizing amount of screen time
 - Recommended time allotments for both on and offline learning experiences will be provided next week



Technology Access

- Access to technology (Internet/Device)
 - Phone survey
 - Check-in lists
 - Device pick-up/drop-off
- Kindergarten
 - Device pick-up
 - Schoology QR Codes for easy login
- Equity Grants (Access to devices or Internet)
 - Must have 5% or higher of enrollment that does not have access to be eligible
- Device repair process
 - Scheduling of drop-off and pick-up
 - Internal/third party repairs



Technology Resources

- Schoology Performance
 - Issues
 - Company communication
- Training/Resources/Instructional Tech Support/Best Practices
 - Google Meet/Schoology/Screen Recording/Office Hours
 - Specific “how to” instructions for students & families
 - Troubleshooting of student & family issues
 - Open support for teachers through office hours
 - Slow/reduce frustration for all, ease into the tech
- Additional future training opportunities



Questions?