

Continuity of Education Plan

School District	Steelton-Highspire School District
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Goal of Plan

The overall goal of the Steelton-Highspire School District Continuity of Education Plan is to keep students actively engaged via remote learning opportunities during the COVID-19 pandemic while schools are closed. SHSD's priority is to begin offering enrichment and review activities the week of March 30, 2020 and transition into new material for all K – 12 students the week of April 6, 2020.

Overview of Plan

The Steelton-Highspire School District Continuity of Education Plan is designed to provide equitable opportunity for all students and teachers to thrive by learning and teaching in ways that may not have been previously necessary. The intent of this plan is to mitigate regression of students' skills and to promote further learning of new skills by students despite this unforeseen disruption to brick and-mortar education. The implementation of this plan will challenge students to be resilient, persevere during times of crisis, develop self-discipline, manage their time, and work toward established learning goals. The intent is to provide a seamless a transition from the third quarter to the final quarter of the school year so that all students will have the knowledge and skills necessary to matriculate to the next grade level in 2020-21 and the Class of 2020 will meet the requirements to graduate in June 2020.

Expectations for Teaching and Learning

Week of March 30 – April 3: Enrichment & Review – Informal activities that reinforce or extend students' prior learning will be provided to students in packets or online. No new standards and skills will be addressed through Enrichment and Review. The rationale for this decision is that teachers need additional time to transition content and pedagogy into a virtual learning environment and the District needs time to prepare and distribute devices to elementary students. By providing students with Enrichment & Review during this week, the option for learning is available without the expectation that all students will be ready to begin until such time that individual devices are received.

Elementary Level – Packet work was distributed at the elementary school and all three grab and go food locations. Packet work is available for student pick-up on March 30th, 2020.

Jr. High School Level – Using Google Classroom and/or Zoom, teachers will post various activities for Jr. High School students in Grades 7 – 8 that can be accessed online. These activities are optional for this week and completion will not be tracked by teachers. The goal of this week is to get students back into a routine of learning following the first two weeks of the school closure. Teachers will communicate with students and parents using email and/or Zoom and Google Classroom. Teachers may utilize other apps as well that are free for use. Students will be directed when, where, and how to get to these apps through their Google Classroom. For example: Teachers who already use Prodigy or ALEKS may continue to do so.

High School Level – Using Google Classroom and/or Zoom, teachers will post various activities for high school students in Grades 9 – 12 that can be accessed online. These activities are optional for this week and completion will not be tracked by teachers. The goal of this week is to get students back into a routine of learning following the first two weeks of the school closure. Teachers will communicate with students and parents using email and/or Zoom and Google Classroom. Teachers may utilize other apps as well that are free for use such as ALEKS or No Red Ink.

Week of April 6 until the end of closure: Enrichment and Review/ Teaching of New Material – Teachers continue to provide enrichment and review material and begin to introduce new concepts/skills aligned to grade level standards K – 12 and to continue the 4th quarter of the school year. Students will be expected to complete assigned work, and all work submitted in grades 7 thru 12 will be graded. The rationale for this decision is to ease students back into a level of accountability.

Elementary Level – Using Google Classroom and Zoom, teachers will post various activities for elementary students in Grades 2 – 6 that can be accessed online. These activities are highly recommended and completion will be tracked by teachers but we will not penalize those students that do not complete work. The goal of this week is to get students back into a routine of learning following the weeks of the school closure. Teachers will communicate with students and parents using email, phone, Dojo, Zoom, and/or Google Classroom.

Jr. High School Level – Teachers will be working on prioritizing essential content at each grade level 7 – 8 so that lessons are focused on the core content areas of language arts/reading, mathematics, science and social studies. Jr. High School content area and creative arts teachers will provide approximately 1.5 hours per week per class of new material (with possible increases in subsequent weeks if the closure extends). Students will interact with teachers using Google Classroom as an

asynchronous learning environment and using Zoom for a synchronous learning environment. Teachers are expected to communicate with parents regularly so that they understand what their child is to be doing and when their child should go online to receive instruction and complete assigned work.

High School Level – Teachers will be working on prioritizing essential content for each course in which students in Grades 9 – 12 are currently enrolled. High School teachers will provide approximately 2.5 hours per week per course of new material in order for students to earn credits. Students will interact with teachers using Google Classroom in an asynchronous learning environment and using Zoom for a synchronous learning environment. Teachers are expected to communicate with parents regularly so that they understand what their child is to be doing and when their child should go online to receive instruction and complete assigned work.

Week of April 13 – 16 and beyond: Continuation of teaching new material online as described above with expectations for work completion and grades assigned. 1st grade teachers will join the process of online learning this week. Teachers will communicate assignment due dates and deadlines via Google Classroom by assignment. Newsletters or mini-playbooks are highly recommended to help/guide parents in their student’s educational expectations per grade level/teacher. Teachers CANNOT hold students accountable for grades until further notice.

Elementary Level - Teachers will be working on prioritizing essential content at each grade level K – 6 so that lessons are focused on the core content areas of language arts, reading and mathematics followed by science and social studies. Special area teachers will develop one lesson per grade level per week to be delivered online starting this week. Students will interact with teachers using Google Classroom and Zoom. Teachers are expected to communicate with parents regularly so that they understand what their child is to be doing and when their child should go online to receive instruction and complete assigned work.

Jr. High & High School Level - Teachers will continue using the model of review and enrichment and new material outlined for the week of April 6 – until the end of the closure.

Kindergarten-

- No technology will be given out for Kindergarten Students
- Blended Model of packet work and face time with teacher (Majority of work will be accessed by packets)
 - **PACKET Expectation:**
 - April Packet- 3 weeks of activities via packets- Kindergarten team will need to come up with this work, and find a time to meet with an administrator to come in and print packets
 - Packets will be located in a bin outside the elementary school for parent pick up by the end of the day on April 10th
 - Grab and go goody bags (necessary tools for students to complete their work) will also be available for pick-up by the end of the day April 10th
 - Principal will put a robo call out April 10th regarding details for kindergarten students
 - Coordinator will put together a sheet regarding student expectations for the month of April and the possibility of a longer school closure
 - **Digital Learning Expectation:**
 - Post storytime on DOJO or Google Classroom 3x/week
 - Post 3 Heggerty lessons a week (lesson 12 (M), 19 (W), 24(F)) - lessons to focus on in April - repetition and consistency for our students to help develop literary skills

Grade: K5

Week: 4/13-4/17

Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Heggerty Lesson: Week *</p> <p>Read Aloud: The Very Hungry Caterpillar</p>	<p>Math: Complete pages * and * in packet</p> <p>Writing: Complete pages * and * in packet</p>	<p>Heggerty Lesson: Week *</p> <p>Read Aloud: Stellaluna</p>	<p>Math: Complete pages * and * in packet</p> <p>Writing: Complete pages * and * in packet</p>	<p>Heggerty Lesson: Week *</p> <p>Read Aloud: The Pout Pout Fish</p>
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Monday, Wednesday, Friday

1. 15-20 Minute Recorded Heggerty Lesson
 2. Read Aloud- Journeys Text or Teacher’s Choice
- a. Optional: Add comprehension questions/activities

1st Grade-

Issuing devices to students Thursday April 9th

Instruction starts April 14th via online

Digital Learning Expectation:

- **ELA: (M, W, F)**
 - Soliday (3x/week)
 - Heggerty (3x/week) (Week 18, 25, 33)
 - Storytime (3x/week)
 - Posting lessons via Google Classroom (utilize Zoom or Google Classroom to record)

- **Math: (T, TH)**

- Saxon Lessons (2x/week) T, Th
- Posting lessons via Google Classroom (utilize Zoom or Google Classroom to record)

Grade: 1st Grade

Week:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Sonday System: Lesson 24, Part 1</p> <p>Heggerty Lesson: Week 18</p> <p>Read Aloud: The Very Hungry Caterpillar</p>	<p>Math Lesson: Telling Time to the Hour</p> <p>Writing Prompt: If I had a million dollars....</p>	<p>Sonday System: Lesson 24, Part 2</p> <p>Heggerty Lesson: Week 25</p> <p>Read Aloud: Stellaluna</p>	<p>Math Lesson: Telling Time to the Hour</p> <p>Writing Prompt: What is your favorite animal? Why?</p>	<p>Sonday System: Lesson 25, Part 1</p> <p>Heggerty Lesson: Week 33</p> <p>Read Aloud: The Pout Pout Fish</p>

Monday, Wednesday, Friday

1. 20 Minute Recorded Sonday Lesson (3x a week)
 2. 15-20 Minute Recorded Heggerty Lesson (3x a week)
 3. Read Aloud- Journeys Text or Teacher's Choice (3x a week)
- a. Optional: Add comprehension questions/activities

Tuesday, Thursday

1. 10-20 Minute Recorded Math Lesson

- a. Some lessons may not require a recorded video
- 2. Writing Prompt - post a writing prompt for students to respond to, related to read aloud or comprehension skills being used MWF

2nd - 4th grade –

Will be required to teach a daily Souday System lesson via Zoom as well as provide direct instruction for mathematics. Roughly 40 minutes of recorded teaching for ELA and math combined. Recorded videos will be posted to Google classroom with additional assignments to practice the concepts taught. Writing, SS, and science will each be taught once a week via direct instruction on Zoom and corresponding activities will be posted to Google Classroom for students to work on throughout the week. Max 1.5 hours of instruction daily.

5th and 6th grade -

Will look different due to being departmentalized. Each teacher will be required to teach a 15-20 minute lesson daily via Zoom and will come up with reinforcement activities to go with each content area which will be posted on Google Classroom. Please keep in mind that your students are participating in 5 classes daily so keep lessons and classwork to a minimum of 30 minutes combined. Max 2 hours of instruction daily.

Communication Tools and Strategies

The official source of information for the Steelton-Highspire School is the District website at: <https://www.shsd.k12.pa.us/> Additionally, the District uses a mass e-mail, text, and calling system to communicate important information to stakeholders. All district staff are provided e-mail addresses which allows stakeholders to contact district personnel.

Access (Devices, Platforms, Handouts)

Students in grades 7-12 were sent home with Chromebooks on March 13, 2020. Students in grades 2-6 were provided Chromebooks on April 2, 2020. The District has submitted for a purchase of iPads for Kindergarten and 1st grade students. The District has also communicated resources to students who may not have access to the internet at home.

Staff General Expectations

The general expectation for all SHSD teachers and staff is that a reasonable, good faith effort will be made to provide quality instruction to students in a remote learning environment.

Lesson Plans: Lesson plans should be dropped in Shared Drive or uploaded to Google Folder by 8 AM each Monday, resuming Monday, April 6th.

Teacher Expectations for Posting Assignments:

Teachers should follow one of two models for posting work:

Option 1: Teachers will post a week's worth of assignments on Google Classroom (for grades 2-12 students) no later than Monday, April 6, 2020 at 8 AM so that work is available for all students to begin at their own pace.

Option 2: Teachers will post assignments daily on Google Classroom (for grades 2-12 students) no later than 8 AM each day.

Teachers will be asked to consider what is essential from their content and design activities to support that.

The expectation for elementary grade level teachers for the first week is to plan daily activities for each of the following: ELA, math, social studies/science (as appropriate for grade levels). special area teachers will plan a minimum of one activity per week to be delivered online to students. Starting April 13th.

Special Education Teacher Expectations:

Pull out group teachers-if you pull a Math or ELA group or both

K-4:

ELA: Zoom record 10 minutes daily of Soliday instruction and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 10 minutes to complete (explicit directions).

Math: Zoom record a 10 minute math lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 10 minutes to complete (explicit directions).

5-6:

ELA: Zoom record 15 minutes daily of Soliday instruction and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

Math: Zoom record a 15 minute math lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

Itinerant Case Managers:

- Contact your regular ed teachers and ask that they add you as co-teacher to their Google Classrooms.
- Support regular education teachers in accommodating/modifying for students in their classroom.

- Support teacher with differentiating instruction to meet all learners.

Emotional Support Case Managers

- Daily wellness checks with students. This can be a morning meeting through Zoom, short questionnaire about social emotional skills/strategies they used that day, what do they need help with?).
- Set up a Google Classroom and provide academic instruction to any students you pull (see above).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

Social Workers

- Hold Social Skills groups via Zoom
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

TSR

- Zoom record a 15 minute academic lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- Record one subject per day (Math/ELA/SS/Sci/Social Skills).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

Special Education Case Manager Expectations:

- Communicate with your students and families weekly. Put contacts in Log Entries in PS
- Keep Log of Interactions with students (meetings/support/office hours)
- Federal and state compliance guidelines should continue to be met. ER, RR, and IEP meetings should be conducted via Zoom or teleconferencing.
- Post Office Hours on district website (2 hours per day where you are available by e-mail and phone).
- Provide academics and differentiated instruction as referenced above.

Autism Support Teacher Expectations:

- Continue weekly communication with parents and students.
- Update work packets (parents are requesting paper and pencil vs Google Classroom)
- Update district website or Google classroom to include instructional videos reinforcing concepts from packets.
- Touch base with related services to see how they will be provided during closure (they are reaching out to parents now to see who is capable of taking part in teletherapy).
- Help parents with strategies on working with the students in the home.
- Admin and teachers taking part in zoom meetings and consultation with IU staff to come up with creative solutions to reach each of our students.

Para Educator Expectations:

- Continue to support teachers by being available by e-mail or phone. Please make contact with the case manager you support.
- Complete professional development activities

- Complete Required 20 hours through PATTAN or Safe Schools
- Complete additional 5 hours through Safe Schools required trainings.:
- PATTAN training sessions <https://pattan.framewelder.com/>
- Safe Schools Trainings:
 1. Go to <https://shsd-pa.safeschools.com/login>
 2. Their username is their email address
 3. Their password would be the first 5 letters of their email address.
- Complete and submit a total of 30 hours of trainings on the log and submit to Ms. Poston on the last day of school
- Attach all training certificates to log

Expectations for Gifted:

- Communicate with your students and families regularly.
- Federal and state compliance guidelines should continue to be met. GWR and GIEP meetings should be conducted via Zoom.
- Collaborate with the general education teachers your students work with and differentiate instruction as appropriate.

School Counselor Expectations:

School Counselors are expected to be accessible to advise students through email, phone or online platforms following the communication plan developed with school/district administration.

Additional duties and responsibilities for counselors include:

- Reviewing sites on the internet to provide specific supports for the following:
 - Post/ Send to teachers Google Classroom and include
 - resources for families concerned about remote learning and stress and anxiety related to COVID-19
 - resources to address students' social and emotional needs
 - a list of tools to assist children with special needs or learning differences that should be helpful to parents during school closure
 - offer a refresher to students on digital safety, cyberbullying, etc. via Zoom or handouts uploaded to Google Classroom
 - offer "fun stuff for home," including printable materials about responsibility, making good choices, etc.
- Compile a list of supports for students and parents at your designated level (HS, MS, Elementary)
- Supporting students with 504 plans, behavior plans and IEP goals
- Finish writing reports and follow-up emails to staff and parents
- Record parent contacts in call logs

- Research and stay current on latest theories and practices as it relates to your field, i.e., podcasts, webinars, virtual staff development
- Collaborate with District social worker- Sadie- to disseminate a list of resources for families/students
- Work with Pressley Ridge counselor for students already in established groups
- Continue student/family sessions via Zoom, Phone, and e-mail
- Student sessions if parents/students are agreeable using Zoom
 - For students exhibiting a higher level of stress or anxiety, send separate email to parents/families with resources for talking to them about the events and/or other community resources available
- Assist administration with working with students who are not making adequate progress within the online platform
- Educate the school community on how to best access the school counselor. Because school counselors do not provide ongoing therapy, the team should review and update the list of available outside mental health services, social/emotional and physical well-being support and share with parents and families.
- Post referral information on the school counseling website as appropriate
- Complete SAIPs for students that Mr. Martin identified
- Contact parents of all/every student in danger of failing for the school year. Remember to log entry.

ESL-

- Contact all ESL students' families to offer support during school closure
- Continue to have open communication with families via phone, email, Talking Points, Dojo, etc.
- Send messages a few times a week regarding resources, websites, educational activities/materials
- Help translate necessary documents and schedule interpreters as needed

Secretaries-

- Support administration as needed/directed
- Check mail weekly, sort, and respond to record requests as needed
- Update all parent contacts on Power School
- Respond to emails and support families and staff as needed

Dean of Students-

- Support administration as needed/directed
- Work directly with counselor to help assist students social-emotional needs and those in danger of failing
- Check email weekly and respond to families and staff as needed

Student Expectations

meetings

- Attend grade level meetings if applicable
- Update school website with social/emotional resources and information on interventions for behavior (according to tiers)
- Begin planning/ get ideas on paper regarding discipline for the 20-21 school year

Specialists-

- Support administration as needed/directed
- Respond to emails and support families and staff as needed
- Offer resources and help to teachers
- Continue professional trainings in your content area
- Finish curriculum maps and planning for the 20-21 school year

At the Jr. High level, for the first week of new material, teachers will plan 1.5 hours per week of instructional activities for the following areas: ELA, Math, Social Studies, Science, and two Creative Arts classes (per grade level).

At the high school level, all teachers will plan 30 minutes per day of instruction for each course for a total of 2.5 hours per week of new material during the first week.

Teacher Expectations for Hosting Educational Opportunities/New Material Online: Lessons should be mainly asynchronous (students are not directly interacting with the teacher to complete the work/lesson/activity). The District cannot expect parents and students to be available when teachers are for synchronous lessons due to family circumstances during the pandemic. If a teacher would like to plan an optional synchronous lesson or activity that would be beneficial for students, they may arrange that, however, no student can be held accountable if they cannot attend. It will be extremely important for teachers to be very considerate of age-appropriate time limits, as well as the fact that students will all have different attention spans and support levels at home. These expectations are only for the first few weeks of new material. The administration will evaluate how things work and make adjustments after that time period (should the closure extend). The focus of the first week will be formative assessment and learning. Teachers cannot expect mastery and should not be giving tests during this initial week. Students are responsible for completing work, but teachers will not hold students accountable if activities or assignments are not completed. If we are able to return to school, students will have a window of time to make up anything they did not complete and we will return to business as usual. If the closure extends, we will make further decisions in regards to grading protocols. Teachers will communicate directly with students who are not completing any work and will be asked to notify counselors so that they can check in with these students. Should the closure continue, extensive discussion with teachers about grading practices will occur.

Teacher Expectations for Parent Communications: Teachers are expected to respond to parents' emails and phone calls in a timely manner (i.e. ASAP but within a 24-hour period) and to document

Attendance / Accountability

parents as needed to help them support their child in a remote learning environment.

Teacher Expectations for Work Time Availability: The expectation will be that teachers are formally available for two hours each day from Monday through Friday from 12 PM - 2 PM to work with students, answer questions, and contact students who are not completing work. Staff will need to communicate their office hours to students and parents as times they are definitely available, but we will ask staff to be flexible and put the needs of the students first. If a student is not able to communicate during office hours, flexibility in emailing is helpful. Grade level teams may submit a request to their principal via email if they would like to change their daily office hour window as a group.

Good Faith Efforts for Access and Equity for All Students

Steelton-Highspire School District is committed to providing equity to all students. The District has provided three different breakfast and lunch sites within the community. We have distributed devices to all students in in grades 2 thru 12 and have developed a plan to purchase iPads for students in kindergarten and 1st grade. Until iPads can be distributed to kindergarten and 1st grade students, the elementary school staff is providing packets of review, enrichment, and new material for those students. Additionally, the District has developed an extensive special education plan to which includes making contact with the parents who have a student/students with an IEP.

Special Education Supports

- I. **Goal of the Plan:** To ensure we are making a good faith effort to keep our special education students engaged in learning during the closure.
- II. **Communication Tools/Strategies:** Contact parents one time per week starting 3/16. Compile a list of parents we could not get ahold of since 3/16.
 - Phone
 - E-mail
 - Class Dojo
 - Zoom
- III **Access (Devices, Platforms, Handouts)**
 - Jr/Sr High-Chromebooks were distributed to all students grades 7-12 on 3/13. (1:1)
 - Chromebooks are being distributed for grades 2-6 by 4/6. (1:1)
 - 2-3 week handout packets copied and mailed home to all special education students who are pulled out for a Special Education Math or ELA class.
 - Working on solutions for grades K5 and 1.
 - Collecting availability of internet data from parent survey Special Ed Teachers completed
 - Related services is conducting a survey for availability of teleconference capabilities. Tools/website informational sheet was mailed home to each related service student.
 - Google classroom
 - Zoom

- Loom

IV Special Education Supports

A. Jr/Sr High:

1. Foundations (pull-out)Teacher Expectations:

- **ELA:** Provide 15 minutes of instruction DAILY (record lesson on zoom and post on Google Classroom,/Link a Kahn Academy video/etc) and include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- **Math:** Provide 15 minutes of instruction DAILY (record lesson on zoom and post on Google Classroom,/Link a Kahn Academy video/etc) and include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

2. Itinerant Case Manager Expectations:

- Contact your regular ed teachers and ask that they add you as co-teacher to their Google Classrooms.
- Support regular education teachers in accommodating/modifying for students in their classroom.
- Support teacher with differentiating instruction to meet all learners.

3. Emotional Support Case Manager Expectations:

- Daily wellness checks with students. This can be a morning meeting through Zoom, short questionnaire about social emotional skills/strategies they used that day, what do they need help with?).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

4. Social Worker Expectations:

- Hold Social Skills groups via Zoom
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

5. Therapeutic Support Teacher Expectations:

- Zoom record a 15 minute academic lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- Record one subject per day (Math/ELA/SS/Sci/Social Skills).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

6. Life Skills/Autism Support Teacher Expectations:

- Continue weekly communication with parents and students.
- Update work packets (parents are requesting paper and pencil vs Google Classroom)
- Update district website or Google classroom to include instructional videos reinforcing concepts from packets.
- Touch base with related services to see how they will be provided during closure (they are reaching out to parents now to see who is capable of taking part in teletherapy).
- Help parents with strategies on working with the students in the home.
- Admin and teachers taking part in zoom meetings and consultation with IU staff to come up with creative solutions to reach each of our students.

7. Para Educator Expectations:

- Continue to support teachers by being available by e-mail or phone. Please make contact with the case manager you support.
- Complete professional development activities
 - Complete Required 20 hours through PATTAN or Safe Schools
 - Complete additional 5 hours through Safe Schools required trainings.:
 - PATTAN training sessions <https://pattan.framewelder.com/>
 - Safe Schools Trainings:
 1. Go to <https://shsd-pa.safeschools.com/login>
 2. Their username is their email address
 3. Their password would be the first 5 letters of their email address.
 - Complete and submit a total of 30 hours of trainings on the log and submit to Ms. Poston on the last day of school
 - Attach all training certificates to log

8. Special Education Case Manager Expectations:

- Communicate with your students and families weekly. Put contacts in Log Entries in PS
- Keep Log of Interactions with students (meetings/support/office hours)
- Federal and state compliance guidelines should continue to be met. ER, RR, and IEP meetings should be conducted via Zoom or teleconferencing.
- Post Office Hours on district website (2 hours per day where you are available by e-mail and phone).
- Provide academics and differentiated instruction as referenced above.
- Make contact with para-educators assigned to your students.

B. Elementary:

1. Pull out group teachers expectations:-if you pull a Math or ELA group or both

• K-4:

ELA: Zoom record 10 minutes daily of Soliday instruction and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 10 minutes to complete (explicit directions).

Math: Zoom record a 10 minute math lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 10 minutes to complete (explicit directions).

• 5-6:

ELA: Zoom record 15 minutes daily of Soliday instruction and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

Math: Zoom record a 15 minute math lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

2. Itinerant Case Manager Expectations:

- Contact your regular ed teachers and ask that they add you as co-teacher to their Google Classrooms.

- Support regular education teachers in accommodating/modifying for students in their classroom.
- Support teacher with differentiating instruction to meet all learners.

3. Emotional Support Case Manager Expectations:

- Daily wellness checks with students. This can be a morning meeting through Zoom, short questionnaire about social emotional skills/strategies they used that day, what do they need help with?).
- Set up a Google Classroom and provide academic instruction to any students you pull (see above).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

4. Social Worker Expectations:

- Hold Social Skills groups via Zoom
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

5. Therapeutic Support Room Teacher Expectations:

- Zoom record a 15 minute academic lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- Record one subject per day (Math/ELA/SS/Sci/Social Skills).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

6. Special Education Case Manager Expectations:

Communicate with your students and families weekly. Put contacts in Log Entries in PS

- Keep Log of Interactions with students (meetings/support/office hours)
- Federal and state compliance guidelines should continue to be met. ER, RR, and IEP meetings should be conducted via Zoom or teleconferencing.
- Post Office Hours on district website (2 hours per day where you are available by e-mail and phone).
- Provide academics and differentiated instruction as referenced above.

7. Autism Support Teacher Expectations:

- Continue weekly communication with parents and students.
- Update work packets (parents are requesting paper and pencil vs Google Classroom)
- Update district website or Google classroom to include instructional videos reinforcing concepts from packets.
- Touch base with related services to see how they will be provided during closure (they are reaching out to parents now to see who is capable of taking part in teletherapy).
- Help parents with strategies on working with the students in the home.
- Admin and teachers taking part in zoom meetings and consultation with IU staff to come up with creative solutions to reach each of our students.

8. Para Educator Expectations:

- Continue to support teachers by being available by e-mail or phone. Please make contact with the case manager you support.
- Complete professional development activities

- Complete Required 20 hours through PATTAN or Safe Schools
- Complete additional 5 hours through Safe Schools required trainings.:
- PATTAN training sessions <https://pattan.framewelder.com/>
- Safe Schools Trainings:
 1. Go to <https://shsd-pa.safeschools.com/login>
 2. Their username is their email address
 3. Their password would be the first 5 letters of their email address.

EL Supports

- III. Goal of the Plan:** To ensure we are making a good faith effort to keep our special education students engaged in learning during the closure.
- IV. Communication Tools/Strategies:** Contact parents one time per week starting 3/16. Compile a list of parents we could not get ahold of since 3/16.
- Phone
 - E-mail
 - Class Dojo
 - Zoom
- III Access (Devices, Platforms, Handouts)**
- Jr/Sr High-Chromebooks were distributed to all students grades 7-12 on 3/13. (1:1)
 - Chromebooks are being distributed for grades 2-6 by 4/6. (1:1)
 - 2-3 week handout packets copied and mailed home to all special education students who are pulled out for a Special Education Math or ELA class.
 - Working on solutions for grades K5 and 1.
 - Collecting availability of internet data from parent survey Special Ed Teachers completed
 - Related services is conducting a survey for availability of teleconference capabilities. Tools/website informational sheet was mailed home to each related service student.
 - Google classroom
 - Zoom
 - Loom
- IV Special Education Supports**
- C. Jr/Sr High:**
- 9. Foundations (pull-out)Teacher Expectations:**
- **ELA:** Provide 15 minutes of instruction DAILY (record lesson on zoom and post on Google Classroom,/Link a Kahn Academy video/etc) and include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
 - **Math:** Provide 15 minutes of instruction DAILY (record lesson on zoom and post on Google Classroom,/Link a Kahn Academy video/etc) and include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- 10. Itinerant Case Manager Expectations:**
- Contact your regular ed teachers and ask that they add you as co-teacher to their Google Classrooms.

- Support regular education teachers in accommodating/modifying for students in their classroom.
- Support teacher with differentiating instruction to meet all learners.

11. Emotional Support Case Manager Expectations:

- Daily wellness checks with students. This can be a morning meeting through Zoom, short questionnaire about social emotional skills/strategies they used that day, what do they need help with?).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

12. Social Worker Expectations:

- Hold Social Skills groups via Zoom
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

13. Therapeutic Support Teacher Expectations:

- Zoom record a 15 minute academic lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- Record one subject per day (Math/ELA/SS/Sci/Social Skills).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

14. Life Skills/Autism Support Teacher Expectations:

- Continue weekly communication with parents and students.
- Update work packets (parents are requesting paper and pencil vs Google Classroom)
- Update district website or Google classroom to include instructional videos reinforcing concepts from packets.
- Touch base with related services to see how they will be provided during closure (they are reaching out to parents now to see who is capable of taking part in teletherapy).
- Help parents with strategies on working with the students in the home.
- Admin and teachers taking part in zoom meetings and consultation with IU staff to come up with creative solutions to reach each of our students.

15. Para Educator Expectations:

- Continue to support teachers by being available by e-mail or phone. Please make contact with the case manager you support.
- Complete professional development activities
 - Complete Required 20 hours through PATTAN or Safe Schools
 - Complete additional 5 hours through Safe Schools required trainings.:
 - PATTAN training sessions <https://pattan.framewelder.com/>
 - Safe Schools Trainings:
 1. Go to <https://shsd-pa.safeschools.com/login>
 2. Their username is their email address
 3. Their password would be the first 5 letters of their email address.
 - Complete and submit a total of 30 hours of trainings on the log and submit to Ms. Poston on the last day of school

- Attach all training certificates to log

16. Special Education Case Manager Expectations:

- Communicate with your students and families weekly. Put contacts in Log Entries in PS
- Keep Log of Interactions with students (meetings/support/office hours)
- Federal and state compliance guidelines should continue to be met. ER, RR, and IEP meetings should be conducted via Zoom or teleconferencing.
- Post Office Hours on district website (2 hours per day where you are available by e-mail and phone).
- Provide academics and differentiated instruction as referenced above.
- Make contact with para-educators assigned to your students.

D. Elementary:

9. Pull out group teachers expectations:-if you pull a Math or ELA group or both

• **K-4:**

ELA: Zoom record 10 minutes daily of Sunday instruction and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 10 minutes to complete (explicit directions).

Math: Zoom record a 10 minute math lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 10 minutes to complete (explicit directions).

• **5-6:**

ELA: Zoom record 15 minutes daily of Sunday instruction and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

Math: Zoom record a 15 minute math lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).

10. Itinerant Case Manager Expectations:

- Contact your regular ed teachers and ask that they add you as co-teacher to their Google Classrooms.
- Support regular education teachers in accommodating/modifying for students in their classroom.
- Support teacher with differentiating instruction to meet all learners.

11. Emotional Support Case Manager Expectations:

- Daily wellness checks with students. This can be a morning meeting through Zoom, short questionnaire about social emotional skills/strategies they used that day, what do they need help with?).
- Set up a Google Classroom and provide academic instruction to any students you pull (see above).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

12. Social Worker Expectations:

- Hold Social Skills groups via Zoom

- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

13. Therapeutic Support Room Teacher Expectations:

- Zoom record a 15 minute academic lesson daily and add recording to your Google Classroom. Include practice activities reinforcing that skill that would take about 15 minutes to complete (explicit directions).
- Record one subject per day (Math/ELA/SS/Sci/Social Skills).
- Zoom record one 15 minute social-emotional lesson per day and include on your Google Classroom. Provide one social-emotional practice activity reinforcing that skill.

14. Special Education Case Manager Expectations:

Communicate with your students and families weekly. Put contacts in Log Entries in PS

- Keep Log of Interactions with students (meetings/support/office hours)
- Federal and state compliance guidelines should continue to be met. ER, RR, and IEP meetings should be conducted via Zoom or teleconferencing.
- Post Office Hours on district website (2 hours per day where you are available by e-mail and phone).
- Provide academics and differentiated instruction as referenced above.

15. Autism Support Teacher Expectations:

- Continue weekly communication with parents and students.
- Update work packets (parents are requesting paper and pencil vs Google Classroom)
- Update district website or Google classroom to include instructional videos reinforcing concepts from packets.
- Touch base with related services to see how they will be provided during closure (they are reaching out to parents now to see who is capable of taking part in teletherapy).
- Help parents with strategies on working with the students in the home.
- Admin and teachers taking part in zoom meetings and consultation with IU staff to come up with creative solutions to reach each of our students.

16. Para Educator Expectations:

- Continue to support teachers by being available by e-mail or phone. Please make contact with the case manager you support.
- Complete professional development activities
- Complete Required 20 hours through PATTAN or Safe Schools
- Complete additional 5 hours through Safe Schools required trainings.:
- PATTAN training sessions <https://pattan.framewelder.com/>
- Safe Schools Trainings:
 1. Go to <https://shsd-pa.safeschools.com/login>
 2. Their username is their email address
 3. Their password would be the first 5 letters of their email address.

Gifted Education

- Communicate with your students and families regularly.
- Federal and state compliance guidelines should continue to be met. GWR and GIEP meetings should be conducted via Zoom.

- Collaborate with the general education teachers your students work with and differentiate instruction as appropriate.
- Provide parents/students with bi-weekly continuity of education plan (how will enrichment or acceleration be provided according to their GIEP)?

Building/Grade Level Contacts

Steelton-Highspire Jr.Sr. High School Kathryn Gallagher Principal kgallagher@shsd.k12.pa.us

Steelton-Highspire Elementary School Megan Byrnes Principal mbyrnes@shsd.k12.pa.us

Resource Links

The Steelton-Highspire School District has a changing list of educational resources related to its Continuation of Education plan. A list of resources can be found on the District website at:

<https://www.shsd.k12.pa.us/>