



Remote Learning Plan
Steelton-Highspire School District

2020-2021

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This plan outlines Steelton-Highspire School District's processes and procedures to ensure that we are providing, to the best of our ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served. It serves as a guide for remote learning in the Steelton-Highspire School District. **This is a fluid document, based on local, state and federal guidelines and will continue to develop over time.**

DISTRICT OVERVIEW

This plan outlines Steelton-Highspire School District’s plan for remote learning in preparing for, responding to, and recovering from a pandemic, specifically COVID-19. It serves as a guide for the continuous learning process of all students in the Steelton-Highspire School District. This is a fluid document, based on local, state and federal guidelines and will continue to develop over time.

The Steelton-Highspire School District views student and staff safety and health as a top priority. As we plan for the 2020-2021 school year, we currently have three options for students’ education. Please see the information below explaining the various options for students returning to school. For more information on the SHSD Health and Safety Plan please see our district website.

Traditional/ School Closure Virtual	SHSD Remote Learning	Caola
<p>Traditional (In-Person):</p> <ul style="list-style-type: none"> ● In person instruction of the SHSD academic, behavioral, and social emotional learning curricula delivered by SHSD teachers within the building ● Access to supports and enrichment from a SHSD instructional specialist, counselor and/or gifted support teacher ● Delivery of Special Education services outlined in IEP ● Follow SHSD Attendance and Grading Policies ● Teachers and students use Google Classroom as a resource throughout the day/year ● Access to supports and enrichment from a SHSD instructional specialist, counselor, and/or gifted support teacher ● Students may participate in extracurricular activities at their school buildings of record 	<p>All Levels:</p> <ul style="list-style-type: none"> ● Classroom teachers will provide instruction through Google Classroom ● Instruction of the SHSD academic, behavioral and social emotional learning curricula will be delivered by the student’s teacher multiple times per week via online and print materials ● Recorded lessons of the SHSD curriculum from a SHSD teacher and/or online content will be available for viewing a the student’s convenience ● Instructional support and assistance will be available from SHSD teachers ● Access to supports and enrichment from a SHSD instructional specialist, counselor, and/or gifted support teacher ● Delivery of Special Education services outlined in IEP ● Same grading policies apply as traditional/ brick and mortar school ● Attendance will be monitored ● Students may participate in extracurricular activities at their school buildings of record ● Students will interact online with grade level teacher and peers (as applicable) ● Students may participate in instrumental lessons with a SHSD teacher via Zoom or Google Meet ● If there is a school closure, students will remain with virtual class/ teacher <p>* Also applies for remote learning day and in the event of full school building closure.</p>	<ul style="list-style-type: none"> ● Program facilitated by Capital Area Intermediate Unit (CAIU) ● Student-paced program instruction with tutoring assistance available from the online teacher from the outside curriculum provider ● Courses are aligned to the PA standards; but not to the SHSD Curriculum sequence of instruction ● Students will have supports from a SHSD advisor and administration ● Expected to complete 30 lessons per week (5 lessons per course, with 6 maximum courses) ● Completion of work counts as attendance ● Grading is based on assignments, quizzes and assessments ● Grades are reflected on SHSD Report Cards ● High School student’s grades count towards GPA but not class rank ● Students will stay enrolled in the Steelton-Highspire School District ● Students may participate in extracurricular activities at their school buildings of record

While our nation’s schools responded to the crisis of the pandemic in the Spring, we as a District realize that there must be distinct differences between the education provided from March - June 2020 and how we engage students and families moving forward.

CRISIS REACTION RESPONSE (March-June 2020)	VIRTUAL REMOTE LEARNING (August 2020-TBD)
❖ Teacher Check-Ins	❖ Teacher Led Instruction
❖ Unplanned/Reactive	❖ Purposeful
❖ Paper/Pencil Only for some	❖ Technology Integrated
❖ Materials Used: Worksheets, some technology, emailed work	❖ Materials Used: Computers, Board Approved Curriculum, Textbooks
❖ Focused on Review- Restricted ability to teach new concepts	❖ Focused on Grade Level Standards utilizing District Pacing Guides
❖ Flexible Daily Requirements	❖ Scheduled/Planned School Day
❖ Credit/No Credit	❖ Normal District Grading Policy
❖ No accurate Attendance	❖ Attendance taken Daily
❖ No/Minimal Assessments	❖ Assessments Scheduled Regularly

PURPOSE

As a result of COVID-19 and the need to offer multiple methods of instruction for the 2020-2021 school year, school districts must have a remote learning plan. This plan outlines methods of remote learning in the event of partial or full school building closings and also applies to families who have chosen remote learning. Teaching and learning must continue even in these unknown times so that our students continue to receive the education they deserve. There are varied states of readiness to provide remote learning in our schools. It is expected that schools will be prepared to provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs.

GUIDING PRINCIPLES

Steelton-Highspire School District collaborated with stakeholders to identify our key remote learning philosophies and learning goals. After collaboration, SHSD decided to utilize the following principles to guide our remote learning plan.

1) Keep students at the center of all decision making to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

2) Design learning for equity and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and SHSD Curricula.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

3) Assess and monitor student learning. Be forward-thinking in next steps.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

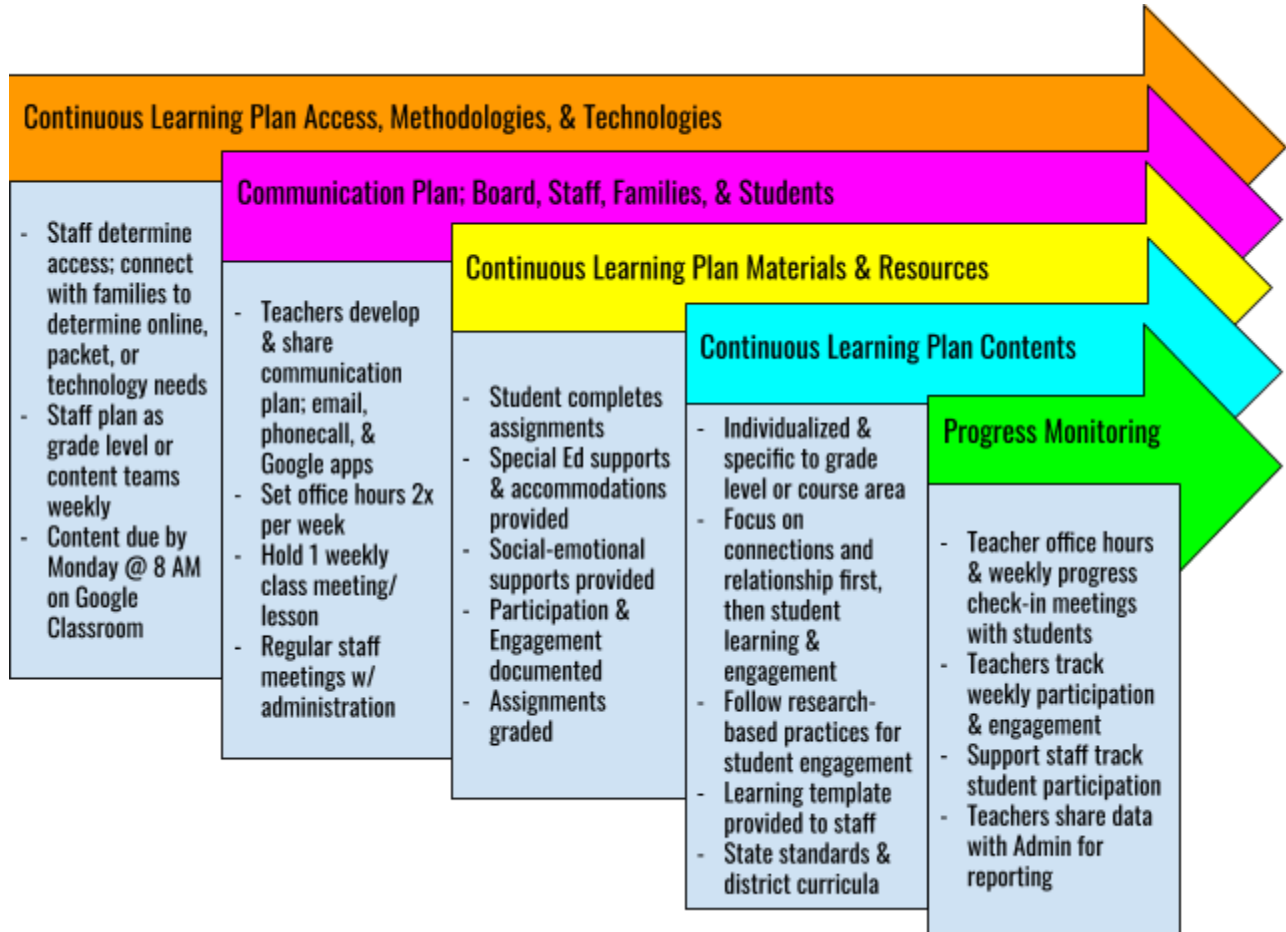
STAKEHOLDER RESPONSIBILITIES

The following guidelines outline stakeholder responsibilities during remote learning and are presented as a means to maximize collaboration and collective responsibility toward student engagement in remote learning activities.

Stakeholder Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> ● Develop a thoughtful, accessible remote learning plan using stakeholder input, when possible. ● Support schools in planning and implementing remote learning plans. ● Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> ● Implement the remote learning plan. ● Communicate regularly with all stakeholders. ● Support teachers in the planning and implementation of the remote learning plan. ● Help families find and access needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> ● Create remote learning activities available in a timely manner for students. ● Be available at scheduled times to answer student and parent or guardian questions. ● Provide regular two-way communication opportunities for students to engage with teachers. ● Provide a range of meaningful learning opportunities that meet the needs of all learners during the absence of in-person instruction. ● Provide regular feedback to students on progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none"> ● Review assigned work. ● Complete the assigned work by the due date. ● Ask clarifying questions when you need help or don't understand. ● Be respectful to yourself, teachers, and peers.
Parent/Guardian Responsibilities	<ul style="list-style-type: none"> ● Review work assigned to the student. ● Reserve a space for students to complete remote learning work that is free of distractions. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their work every day. ● Help students establish and follow regular daily routines.

REMOTE LEARNING FRAMEWORK

SHSD's Continuous Learning Framework: Developing Remote Learning Plans to Support Continued Learning



REMOTE LEARNING PLAN OVERVIEW

“Remote” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, or use of instructional packets to mitigate the spread of COVID-19.

The District recognizes that the remote learning plan developed by our educators will not replace the routine, high quality in-person instructional methods employed by our faculty and staff, nor will we ever be able to perfectly replicate our District’s classrooms. SHSD is committed to modeling resiliency, promoting critical and creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally and academically. We strive to provide high quality and enriching activities that, when completed at home in partnership with our staff, will assist our students in being prepared for the next grade level.

To that end, the District plans to use a remote learning plan that will incorporate online learning resources such as Google Classroom and Zoom. (Please reference Appendix A for an outline of a weekly learning plan). SHSD has increased capabilities to be able to provide one-to-one-technology for all students in grades K-12. Students are issued a district owned chromebook or iPad. When need is demonstrated, the District will attempt to provide necessary resources to help families gain access to internet service.

All students who need required instructional materials to complete the District’s plan will be provided access to materials such as paper, pencils, and crayons, which will be made available to families that don’t have them. All students will have access to grade-level/course textbooks as needed to complete their work.

1. Methods that the district will use to keep pupils at the center of educational activities:

- The Remote Learning Framework outlines the workflow and provides a diagram of how the district will provide access to learning, the methodologies and technology needs of the plan, the materials and resources needed to support the plan, plan content and progress monitoring plan, as well as how the plan will be communicated with stakeholders. This workflow diagram is centered on keeping students at the forefront of all educational activities, while providing outreach and fostering student connections and relationships.
- Teachers will be expected to designate “office hours,” where teachers will be available to support and facilitate student learning. Teachers will develop and share a plan for communication with students using multiple methods for doing so. Teachers will document student participation and engagement and will make regular contact with every student. Participation data will be used to identify students in need of additional support. Students not participating in the plan will be referred to District Support Staff (Principal, Assistant Principal, Deans of Students, Counselors, or District Social Worker) for additional contacts to be made.
- Teachers will be developing alternative modes of instruction using Google Classroom as

our learner management system. Methods of instruction could include email and telephone communications, virtual lesson facilitation and instruction, videos, slideshows, project-based learning, and use of instructional packets and offline content. Technology will be integrated in a variety of ways to best reach students. Student safety in a digital space is of the utmost importance. Student and family Technology Acceptable Use Policy agreements will remain intact during this time to further keep students safe and protected.

- Students and families that do not have internet access will be provided an opportunity to complete the work offline through the use of instructional packets if absolutely necessary. For students using instructional packets, strategies such as the encouragement of classmate letter writing and the use of other communication platforms to stay connected with peer students will be encouraged by the district. Peer-to-peer connections and relationships with one another are a vital part of our traditional in-person instructional process. The District will continue to support these connections to keep the focus of our plan on students and meeting their needs during this uncertain time.
- Lastly, the following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in remote learning activities through the SHSD Remote Learning Plan.

Elementary (Grade K through 6) Considerations

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention	Daily learning may include, but is not limited to these examples:
Kindergarten	30 min	90 min	3 - 5 min	Reading, writing, math, science, or social studies content. Online work, handouts, or other learning activities, outdoor play or exercise, art, music, library, phys. Ed, social-emotional learning, and career exploration
1 - 2	45 min	90 min	5 - 10 min	
3 - 4	60 min	120 min	10 - 15 min	
5-6	75 min	150 min	20-25 min	

Middle & High School (Grades 7-12) Considerations

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
7 - 8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9 - 12	Class: 20 minutes/day Total: 120 minutes/day	Class: 35 minutes/day Total: 210 minutes/day	1 subject area or class

2. SHSD plans to deliver content in multiple ways so that all pupils can access learning:

Our students will have access to a remote learning experience that promotes continued learning and student engagement with school and classroom routines, while also supporting their social-emotional needs. Being sensitive to student equity while also being culturally responsive is important to SHSD.

SHSD has developed the following continuum of learning to support remote learning plans for each of our students as outlined below:

- a) The district will first focus on connections and relationships to engage and support students. Examples of teacher-student two-way communication include, but are not limited to: E-mail, phone calls, Google Voice, and Zoom, as examples.
- b) Students will be provided with weekly remote learning plans that have daily activities and experiences focused on the district’s essential learning standards. The district will follow research based practice regarding student engagement and sustained lengths of student attention while learning remotely. There are multiple methods in which these activities and experiences will be delivered:
- c) Teachers and staff will conduct regular student check-ins to monitor the student’s participation and progress through the remote learning plan. Staff will document weekly participation by students and connect with those students not participating in the plan to reach as many students as possible.
- d) Student special education and Section 504 accommodations, along with other necessary interventions will be provided to support students. Counseling services and mental health supports will be provided to students to help them be successful in the remote learning plan.
- e) Teachers will share participation data with the Administration and the superintendent, along with feedback data from the plan. Feedback will be monitored and used to adjust the plan as necessary to continue to support the needs of students and families.

3. SHSD’s plan to manage and monitor learning by pupils.

- Our social worker will work with district families without technology access to ensure we are meeting the needs of all students. Teachers will provide feedback to the student during their regular two-way communication with the student. This may be through a phone call, a virtual meeting, or email, as an example. Feedback from the teacher may include differentiated work as needed to support the student, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and written examples with the steps to assist them. A phone call would also be used as a follow-up if needed.

4. How SHSD will take attendance of pupils in the Remote Learning Plan.

- Teachers will record daily attendance using Powerschool based on the level of student engagement and participation.

Attendance for a 5-day school week:

100% of assignments completed for the week & full participation	5 Days of Attendance Marked Present
80% of assignments completed for the week & full participation	4 Days of Attendance Marked Present
60% of assignments completed for the week & full participation	3 Days of Attendance Marked Present
40% of assignments completed for the week & full participation	2 Days of Attendance Marked Present
20% of assignments completed for the week & full participation	1 Days of Attendance Marked Present

Attendance for a 4-day school week:

100% of assignments completed for the week & full participation	4 Days of Attendance Marked Present
75% of assignments completed for the week & full participation	3 Days of Attendance Marked Present
50% of assignments completed for the week & full participation	2 Days of Attendance Marked Present
25% of assignments completed for the week & full participation	1 Days of Attendance Marked Present

Attendance for a 3-day school week:

100% of assignments completed for the week & full participation	3 Days of Attendance Marked Present
66% of assignments completed for the week & full participation	2 Days of Attendance Marked Present
33% of assignments completed for the week & full participation	1 Days of Attendance Marked Present

In the event of illness or if a student gets sick, parents can submit an excuse note one of the following ways:

- Student can bring their note to school and give it to their Homeroom teacher
- Parent can email Attendance Secretaries:
 - Jr./Sr. High School- SHSDJRSHAttendance@shsd.k12.pa.us
 - Elementary School- SHSDELEMAAttendance@shsd.k12.pa.us

REMOTE LEARNING EXPECTATIONS/GUIDELINES

SHSD’s goal is to set clear and consistent expectations for remote learning that will assist our students, staff, and families through this time. It is critical that all students continue to be engaged in this process in order to be successful during these challenging times. As our remote learning environment has evolved, consideration must be given to the amount of screen time we are all enduring and our expectations around student and parent/guardian commitment (instruction and work time). These guidelines are just that, guidelines, for our teachers and parents/guardians to use moving forward in our remote learning environment. We all must understand that this is a fluid and evolving process that will need periodic revisiting and adjustments.

Weekly Teacher Expectations

- Post work/assignments to learners each day by 8 AM (or weekly by 8 AM on the first day of the school week) in Google Classroom. (unless there is an ongoing unit or assignment previously posted).
- Respond within 24 hours to email/phone communication daily.
- If sick, follow the regular process for requesting off on Frontline and post an away message in email (Outlook and Gmail).
- Hold office hours with students and parents as necessary. Teachers should be available to assist students unless it is their prep period, lunch time, or if teaching/recording a lesson
- Continue to use the current grading system to report learning progress. Grading should be done the same as it would be done face to face (as far as rigour).
- Schedule at least one synchronous lesson/class meeting per week. Students should have the opportunity to sign onto one live lesson a day.
- Teachers cannot hold students accountable if they are not signed onto their live lesson. Synchronous lessons must also be recorded and uploaded to Google Classroom for students to watch and complete corresponding activities at a later date.

- Give consistent feedback on assignments and assessments.
- Special Area teachers will not be required to do synchronous lessons- videos should be posted in Google Classroom.
- Teachers will be asked to consider what is essential from their content and design activities to support the eligible content.

Kindergarten Teachers-

- ❖ Teachers will utilize Zoom for recording and Google Classroom as the main platform for their lessons.
- ❖ One synchronous lesson must be arranged every week.(the content area is up to the discretion of teachers)
- ❖ Teachers will be expected to post one 15 minute Heggerty lesson daily.
- ❖ Teachers will be expected to post one 15 minute Sondag System lesson daily. Please make sure there is kid writing included in at least 2 of your lessons per week.
- ❖ Teachers will be expected to post one 15 minute math lesson daily with a 10 minute corresponding activity to support the direct instruction given by the teacher.
- ❖ Teachers will be expected to also post one 15 minute social studies lesson a week, one 15 minute science lesson a week and one PATHS lesson a week.
- ❖ Teachers may post a read aloud as well, but please keep in mind that kindergarten students are expected to have a maximum of 90 minutes of instruction per day.

Grade: K5

Example of Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Heggerty Lesson-15 minutes	Heggerty Lesson-15 minutes	Heggerty Lesson-15 minutes	Heggerty Lesson-15 minutes	Heggerty Lesson-15 minutes
Sondag System - 15 minutes	Sondag System - 15 minutes	Sondag System - 15 minutes	Sondag System - 15 minutes	Sondag System - 15 minutes
Math Lesson Total Time- 25 minutes	(include Kid Write) Math Lesson Total Time- 25 minutes	Math Lesson Total Time- 25 minutes	Math Lesson Total Time- 25 minutes	(include Kid Write) Math Lesson Total Time- 25 minutes
SocialStudies Lesson-15 minutes		Science Lesson- 15 minutes	PATHS Lesson	

1st & 2nd Grade Teachers:

- ❖ Teachers will utilize Zoom for recording and Google Classroom as the main platform for their lessons.
- ❖ One synchronous lesson must be arranged daily. (it is up to the team to decide what time they want to offer their synchronous lessons)
- ❖ Teachers will be expected to post one 15 minute Heggerty lesson daily.
- ❖ Teachers will be expected to post one 20 minute Sondag System lesson daily.
- ❖ Teachers will be expected to post three 15 minute ELA lessons per week from either Journeys or Wit and Wisdom to cover grade level standards for ELA. Please make sure to have writing included during this time. Teachers should pull out the important part of the lesson and try to condense it to fit the time frame to the best of their ability.
- ❖ Teachers will be expected to post one 20 minute math lesson daily with a 10 minute corresponding activity to support the direct instruction given by the teacher.
- ❖ Teachers will be expected to also post one 30 minute social studies lesson a week, one 30 minute science lesson a week and one PATHS lesson a week.
- ❖ Teachers may post a read aloud as well, but please keep in mind that first grade students are expected to have a maximum of 90 minutes of instruction per day.

Grade: 1st & 2nd

Example of Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Heggerty Lesson- 15 minutes	Heggerty Lesson- 15 minutes	Heggerty Lesson- 15 minutes	Heggerty Lesson- 15 minutes	Heggerty Lesson- 15 minutes
SondagSystem Lesson- 20 minutes	SondagSystem Lesson-20 minutes	SondagSystem Lesson-20 minutes	SondagSystem Lesson-20 minutes	SondagSystem Lesson-20 minutes
ELACore-15 minutes	Math Lesson- 30 minutes	ELACore-15 minutes	Math Lesson- 30 minutes	ELACore-15 minutes
Math Lesson- 30 minutes	ScienceLesson-30 minutes	Math Lesson- 30 minutes	PATHS Lesson SocialStudies Lesson-30 minutes	Math Lesson- 30 minutes

3rd & 4th Grade Teachers:

- ❖ Teachers will utilize Zoom for recording and Google Classroom as the main platform for their lessons.
- ❖ One synchronous lesson must be arranged daily. (it is up to the team to decide what time they want to offer their synchronous lessons).
- ❖ Teachers will be expected to post one 20 minute Souday System lesson daily.
- ❖ Teachers will be expected to post one 40 minute ELA lesson daily from either Journeys or Wit and Wisdom to cover grade level standards for ELA. Please make sure to have writing included during this time. Teachers should pull out the important part of the lesson and try to condense it to fit the time frame to the best of their ability.
- ❖ Teachers will be expected to post one 20 minute math lesson daily with a 10 minute corresponding activity to support the direct instruction given by the teacher.
- ❖ Teachers will be expected to post two 30 minute social studies lesson per week
- ❖ Teachers will be expected to post two 30 minute science lesson per week
- ❖ Teachers will be expected to post one PATHS lesson per week.
- ❖ Please keep in mind that 3rd and 4th grade students are expected to have no more than 120 minutes of instruction daily.

Grades: 3rd & 4th

Example of Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
SoudaySystem Lesson- 20 minutes	SoudaySystem Lesson-20 minutes	SoudaySystem Lesson- 20 minutes	SoudaySystem Lesson-20 minutes	SoudaySystem Lesson- 20 minutes
ELACore-40 minutes	ELACore-40 minutes	ELACore-40 minutes	ELACore-40 minutes	ELACore-40 minutes
Math Lesson- 30 minutes	Math Lesson- 30 minutes	Math Lesson- 30 minutes	Math Lesson- 30 minutes	Math Lesson- 30 minutes
SocialStudies Lesson- 30 minutes	Science Lesson-30 minutes	SocialStudies Lesson- 30 minutes	PATHS Lesson	Science Lesson- 30 minutes

5th & 6th Grade Teachers:

5th and 6th grade will look different due to being departmentalized. Each teacher will be required to teach a 20 minute lesson daily and will come up with reinforcement activities to go with each content area (roughly 10 minutes) 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 per content area. Maximum time of instruction should not exceed 2.5 hours daily

- ❖ Teachers will utilize Zoom for recording and Google Classroom as the main platform for their lessons.
- ❖ One synchronous lesson must be arranged daily. (it is up to the team to decide what time they want to offer their synchronous lessons).
- ❖ Teachers will be expected to post one PATHS lesson per week.

Grades: 5th & 6th

Example of Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Lesson- 30 minutes	Reading Lesson- 30 minutes	Reading Lesson- 30 minutes	Reading Lesson- 30 minutes	Reading Lesson- 30 minutes
Writing Lesson- 30 minutes	Writing Lesson- 30 minutes	Writing Lesson- 30 minutes	Writing Lesson- 30 minutes	Writing Lesson- 30 minutes
Math Lesson- 30 minutes	Math Lesson- 30 minutes	Math Lesson- 30 minutes	Math Lesson- 30 minutes	Math Lesson- 30 minutes
SocialStudies Lesson- 30 minutes	SocialStudies Lesson-30 minutes	SocialStudies Lesson- 30 minutes	SocialStudies Lesson-30 minutes	SocialStudies Lesson- 30 minutes
Science Lesson- 30 minutes	Science Lesson- 30 minutes	Science Lesson- 30 minutes	Science Lesson- 30 minutes PATHS Lesson	Science Lesson- 30 minutes

Full-time/Supplemental Classroom Teacher Virtual Expectations (HS/Elem AS/HS/Elem LifeSkills/FT Learning Support/TSR/Foundations teachers/Elem Pull-out groups):

- Weekly, documented contact with parents (Class Dojo, e-mail, phone call, Zoom).
- Daily, documented check-in's with students (Zoom, e-mail, phone call)-can do group meetings
- Teacher site with the following info:
 - Office Hours (one time per day during prep and Wednesdays)
 - Google classroom site
 - Parent Resources
- Create a visual schedule outlining daily classes and daily expectations (include "brain breaks," incentives, etc.)
- Monitor, assess, and provide feedback to students and parents.
- Take Attendance (outlined in remote learning plan).
- Revise paperwork to reflect what can be offered virtually (just got word PDE is coming up with guidance on revising IEP's)
- Create weekly learning paths (outlined in remote learning plan).
 - One synchronous lesson/class meeting per subject per week (including SEL) (probably Wed)
 - One learning activity per day per subject (Math/Science/SS/ELA/SEL). Deliver flexible instruction with virtual instruction, videos, slideshows, project based learning, virtual field trips, Boom cards, and instructional packets **handing out packets does not constitute FAPE for students. Some work can be packet work but we must keep the kids virtually engaged with other projects/assignments/groups/.
 - Some people used "Friday Game Day" as an incentive and they played board games as a class on Zoom. Some people took a whole week and did a project based "research" assignment on animals and their habitats.
- Differentiate lessons to meet the needs of the students
- Provide training/consultation to parents (use of scaffolding, wait time, incentives, Google classroom/slides, timers, etc).
- Keep all paperwork in compliance
- Progress monitor according to IEP goals.
 - Behavior goals: Parents can complete daily point sheets and offer rewards. Paras' can take data during your synchronous class time.
- Ensure related services are being delivered.
- Ensure transition activities are delivered.
- Monitor progress on Intervention Programs and use data to plan instruction

Itinerant/Push-in/Co-teacher virtual expectations (HS & ELEM Learning/Emotional Support)

- Weekly, documented contact with parents (Class Dojo, e-mail, phone call, Zoom).
- Daily, documented check-in's with students (Zoom, e-mail, phone call)-can do group meetings
- Daily, documented collaboration with regular education teachers to review grades, assignments, and data
- Teacher site with the following info:
 - -Office Hours (one time per day during prep and Wednesdays)
 - Google classroom site
 - Parent Resources
- Create a visual schedule outlining daily classes and daily expectations (include "brain breaks," incentives, etc.)
- Monitor, assess, and provide feedback to students and parents.
- Take Attendance (outlined in remote learning plan).
- Revise paperwork to reflect what can be offered virtually (just got word PDE is coming up with guidance on revising IEP's).
- Request access to all push-in/co-teacher Google classrooms.
- Support push-in/co-teacher in modifying virtual assignments.
- Support/Ensure push-in/co-teacher is providing accommodations virtually (be creative. If you think a student can ensure mastery by completing a project based assessment or a virtual field trip and assignment, recommend that to the teacher).
- Provide training/consultation to parents (use of scaffolding, wait time, incentives, Google classroom/slides, timers, etc).
- Keep all paperwork in compliance
- Progress monitor according to IEP goals (should be done on Wednesdays).
 - Behavior goals: Parents can complete a daily point sheets and offer rewards. Paras' can take data during your synchronous class time.
 - Aimsweb/DIBELS may have to be done on zoom so you can time the students and check their work right away
- Ensure related services are being delivered (including Therabilities and Social Skills).
- Ensure transition activities are delivered.
- ES teachers should be posting 1 social emotional lesson & activity per day
- Monitor progress on Intervention Programs and use data to plan instruction

TSR

- Hold face-to-face instruction with students Monday, Tuesday, Thursday, and Friday.
- Hold synchronous remote learning lessons on Wednesdays with students who do not come to school face-to-face.
- Upload lessons to Google Classroom for Remote Learners to complete daily.
- Hold social skills groups with students face-to-face and remotely.
- Follow all expectations for remote lessons and communication as outlined for building level.

Paraeducator Expectations:

- Paraeducators will be assigned to specific classrooms to support teachers and students as necessary in the face-to-face learning environment.
- Other duties may be assigned by administration based on daily building needs. This may be assisting with breakfast or lunch, parent communication, technology distribution and collection, office support, etc.
- 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>
 - Username is your email address
 - Password would be the first 5 letters of your email address]
 2. Complete and submit a total of 30 hours of trainings on the log and submit to Ms. Poston on the last day of school
 3. 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/College & Career 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. All voicemail messages and emails should be returned within 24 hours.

Duties and responsibilities for counselors include:

- Create a Bitmoji Classroom in Google Slides or a Google Site (send link to staff to post in their individual Google Classrooms). Please include the following information:
 - 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
 - Links to informational videos about digital safety, cyberbullying, etc.
 - Offer "fun stuff for home," including printable materials about responsibility, making good choices, etc.
 - Career Pathways information

- HS Level: SAT registration, FAFSA information, links to scholarships, financial assistance, and each others' sites.
- Mindfulness activities, Zones of Regulation lessons
- Link to Safe2Say and what to do if they are having thoughts of harming themselves
- Support students with 504 plans, behavior plans and IEP goals
- Have weekly communication with grade level teams to determine students who need additional supports or who are not engaged. From this list, make regular contact with families to see how you can support them.
- 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 communicate with students who are struggling to be engaged
- Work with PA Counseling counselor for students already in established groups
- Continue student/family sessions via Zoom, Phone, and e-mail. 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
- Assist teachers in making accommodations for ELs and modifying digital content to meet students' needs

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 daily and respond to families and staff as needed
- Help the PBIS team come up with ways to provide PBIS incentives remotely and help implement
- Attend PBIS virtual team meetings
- Attend grade level meetings if applicable

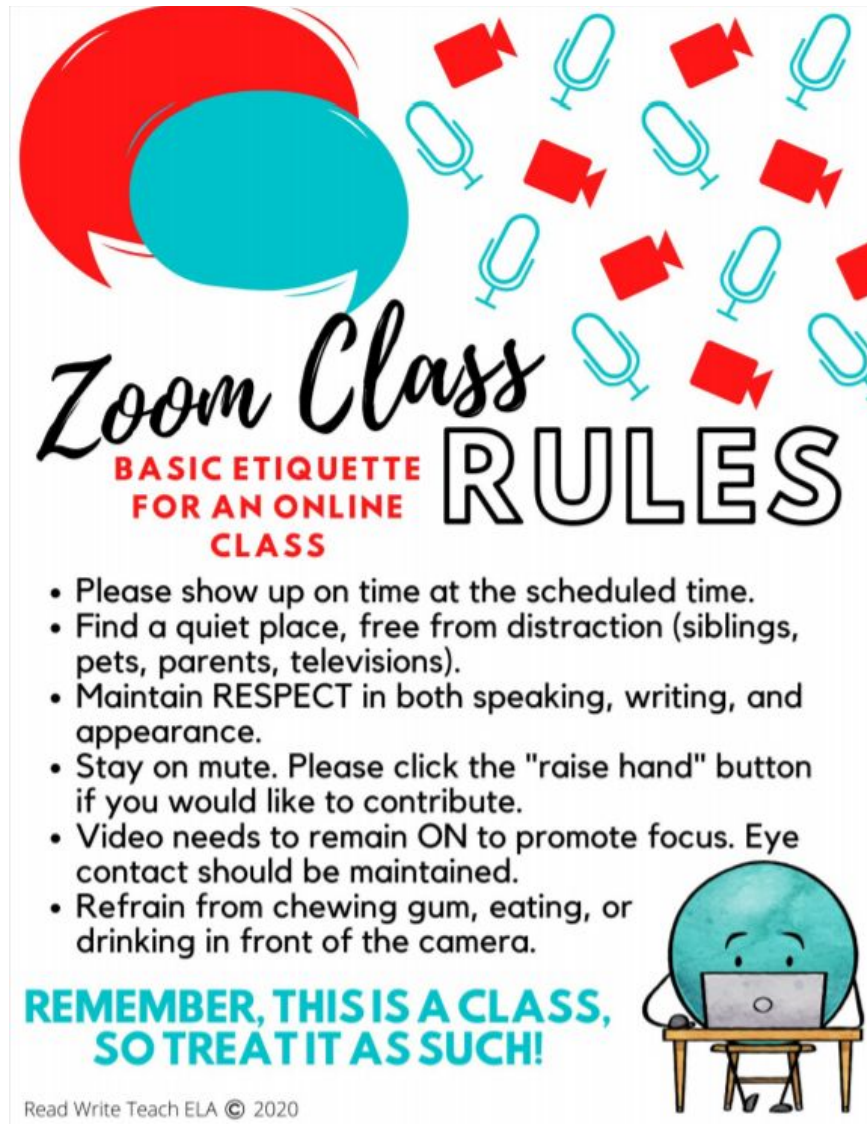
- Update school website with social/emotional resources and information on interventions for behavior (according to tiers)
- Assist with community relations. This could include home visits to students who are disengaged, tutoring in the community, being visible to the communities that we serve off-campus

Interventionists/Instructional Coaches/Reading Specialists-

- Support administration as needed/directed
- Respond to emails and support families and staff as needed
- Offer resources and help to teachers
 - Create fun and engaging educational videos for teachers to use instructionally
- Continue professional trainings in your content area
- Support teachers with remote learning tools, apps, and technology
- Could be asked to teach one or more courses within specialized content area

Weekly Student Expectations

- Develop a schedule for each day to watch instructional lessons and complete assignments/assessments.
- Complete ALL work/assignments by the established due date.
- Attend one meeting per week, to be scheduled by the teacher.
- If sick, communicate with the teacher so that due date extensions can be made.
- Schedule and attend scheduled office hours to seek clarity on questions or to get additional academic support.
- Conduct yourself with integrity when you complete assignments. Please complete your own work and do not plagiarize.
- Engage in online communications respectfully.

A poster titled "Zoom Class RULES" with a subtitle "BASIC ETIQUETTE FOR AN ONLINE CLASS". The poster features a large red and blue speech bubble at the top left, and a pattern of red video camera icons and blue microphone icons in the upper right. A cartoon character with a blue head and body is sitting at a desk with a laptop. The text "REMEMBER, THIS IS A CLASS, SO TREAT IT AS SUCH!" is written in blue. At the bottom left, it says "Read Write Teach ELA © 2020".

Zoom Class
BASIC ETIQUETTE FOR AN ONLINE CLASS **RULES**

- Please show up on time at the scheduled time.
- Find a quiet place, free from distraction (siblings, pets, parents, televisions).
- Maintain RESPECT in both speaking, writing, and appearance.
- Stay on mute. Please click the "raise hand" button if you would like to contribute.
- Video needs to remain ON to promote focus. Eye contact should be maintained.
- Refrain from chewing gum, eating, or drinking in front of the camera.

REMEMBER, THIS IS A CLASS, SO TREAT IT AS SUCH!

Read Write Teach ELA © 2020

Special Education/504: Students will continue to get assistance from their case manager, support staff, and/or therapists. Paras will be utilized to support students as needed. Case managers will communicate with parents, students, and classroom teachers frequently. Annual IEP meetings will still occur through either tele-conferencing or video conferencing. Case managers will reach out directly to those staff members being requested to participate in meetings. If you have questions, please contact your student's case manager.

WEEKLY LEARNING PATHS

Each teacher will be asked to post weekly learning paths for their classrooms. These learning paths will outline the instructional lessons, student activities/tasks/assignments, and the assessment pieces that teachers will use to monitor learning. Assessment will be discussed further in the next section. See Appendix A for a sample of a weekly learning path.

Elementary: Grades K-6 Weekly Learning Path Components

Grade	English & Reading	Math	Science/Social Studies	Phys. Ed, Art, Music, Computer, Health, SEL, Career
Kindergarten	30 min/day 175 min/week	25 min/day 125 min/week	30 min/week	35 min/day 175 min/week
1st Grade	30-50 min/day 175-250 min/week	30 min/day 150 min/week	60 min/week	35 min/day 175 min/week
2nd Grade	30-50 min/day 175-250 min/week	30 min/day 150 min/week	60 min/week	35 min/day 175 min/week
3rd Grade	60 min/day 300 min/week	30 min/day 150 min/week	30 min/day (4 days a week) 120 min/week	35 min/day 175 min/week
4th Grade	60 min/day 300 min/week	30 min/day 150 min/week	30 min/day (4 days a week) 120 min/week	35 min/day 175 min/week
5th Grade	60 min/day 300 min/week	30 min/day 150 min/week	60 min/day 300 min/week	35 min/day 175 min/week
6th Grade	60 min/day 300 min/day	30 min/day 150 min/week	60 min/day 300 min/week	35 min/day 175 min/week

Jr. High: Grade 7/8 Weekly Learning Path Components

Grade	English & Reading	Math	Social Studies	Science	Phys. Ed, Art, Music, Computer, Health, SEL, Career
7 th Grade	35 min/day 175 min/week	35 min/day 175 min/week	35 min/day 175 min/week	35 min/day 175 min/week	35 min/day 175 min/week
8 th Grade	35 min/day 175 min/week	35 min/day 175 min/week	35 min/day 175 min/week	35 min/day 175 min/week	35 min/day 175 min/week

High School: Grades 9-12 Weekly Learning Path Components

Grade	ELA	Math	Science	Social Studies	Phys. Ed, Art, Music, Computer, Health, Career
9 th Grade	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week

10 th Grade	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week
11 th Grade	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week
12 th Grade	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week	40 min/day 200 min/week

JR./SR. HIGH SCHOOL

Remote Learning Synchronous Lesson Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 - 9:00 AM	Prep	Prep	<u>Remote Learning Preparation Day:</u> 2 Office Hour sessions Record Lessons Planning Communication	Prep	Prep
9:00 - 9:50	Period 1	Period 6		Period 1	Period 6
10:00 - 10:50	Period 2	Period 7		Period 2	Period 7
10:50 - 11:20	Lunch	Lunch		Lunch	Lunch
11:20 - 12:10	Period 3	Period 8		Period 3	Period 8
12:20 - 1:10	Period 4	Period 9		Period 4	Period 9
1:20 - 2:10	Period 5	Communication & Office Hours		Period 5	Communication & Office Hours
2:10 - 2:45	Communication & Office Hours				

- On days that students are not scheduled to have synchronous lessons, they should be engaged in asynchronous assignments through Google Classroom.
- Special Area teachers will not be required to do synchronous lessons- videos should be posted in Google Classroom.

REMOTE ASSESSMENT

Due to the nature of the COVID-19 pandemic and the rate of change in circumstances, we are unable to determine what our assessment formatting will look like at this time. Please stay tuned for more information on this as the school year progresses.