

Hopewell Area School District Continuity of Education Plan

**Hopewell Area School District
2354 Brodhead Road
Aliquippa, PA 15001**

Schools:

**Hopewell High School
Hopewell Memorial Junior High School
Hopewell Elementary School
Independence Elementary School
Margaret Ross Elementary School**

Dr. Michelle Miller, Superintendent
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724.375.6691

Goal and Overview of Plan

The goal of Hopewell Area School District's Continuity of Education plan is to continue student learning opportunities during school closures due to COVID-19 pandemic. For most students, instruction will be done via technology in an asynchronous format. This approach to instruction should offer students several hours of learning experiences each day. Continuity of Education at home will not replicate or replace a regular school day, but it will assist students to continue on their learning path, with new skills and content being addressed throughout the fourth quarter.

Expectations for Teaching and Learning

Beginning on Tuesday, March 31, 2020, buildings will have daily faculty meetings/check-ins for all teachers using Microsoft Teams. Principals will set up meetings between 9:00-10:00 each day.

Faculty Meetings are expected to last 10-15 minutes. They will be principal-led.

Teachers will provide instruction Monday-Friday through June 5, including April 9 as well as May 8 and June 5, which were previous snow days and inservice day. The district will not have "Act 80 half days" or "Early Release days" unless otherwise specified. Teachers last in-service day will tentatively be on June 8, 2020.

Teachers will be required to be accessible between 8:30AM-3:00PM for district meetings or professional obligations, if necessary.

Teachers will be accessible to students from 10:00a.m.-2:00pm. These are essentially their “office hours”. Office hours does not mean that they need to be online and engaging in synchronous instruction for the complete four hours. Office hours can be used for assessing student work, designing a lesson, posting resources, responding to parent/student questions/concerns, etc.... Teachers are asked to respond to student or parent inquiries within 24 hours, Monday through Friday.

Teacher Absences

If teachers are absent for 1-2 days, there will not be a sub. If there is an extended absence, administration will provide necessary coverage, support and/or resources.

Student Assessment

- No end of year finals will be given in any course.
- K-12: Pass/Fail for last 9 weeks
- Attendance check-ins will be required for all students in K-12. Multiple formats for attendance are available, if needed.
- Parent contact will be made for any student in jeopardy of failing a course or grade level.

Communication Tools and Strategies

The building principal is the point person for any questions or concerns. We encourage parents and students to communicate with educators, but during these unprecedented times, the principal will support parent questions or concerns. Email is the most efficient means of communication. Any parent can also call the District Secretary, Nancy Barber, at 724.375.6691 and she will forward messages to appropriate staff.

Levels of Support for students during continuity of instruction at home:

1. Students who are not engaged in their learning will be first addressed at the teacher level. Teachers should contact students and/or parents to address concerns and resolve issues with at home learning.
2. If students continue to be disengaged, teachers will contact school counselors to share the student concerns and how the student was addressed by the teacher. School counselors are expected to reach out to the student and/or parent to assist in resolving the matter.
3. If school counselor intervention is not successful, the school counselor should contact the school principal.

Support if a student or staff member is having Technology Issues:

- If a professional employee is unable to get online on a given school day over the next several weeks, please call or email your Building Principal immediately. If a professional employee needs tech support at home, please put in a help ticket. If a professional employee can't get to the tech support site, call or email your building principal.

- If a student is in need of tech support, professional employees are to place a help ticket on behalf of the student/family. Please include the grade level of the student, their particular issue and a phone number for the parent.

Access (Devices, Platforms, Handouts)

Instructional Platforms:

- HS Teachers will use Schoology, Edgenuity (cyber).
 - Teachers will post an assignment on Schoology daily or continue being the teacher of record for cyber students.
- JH Teachers will use Google Classroom or Schoology.
 - Teachers will post an assignment on Google Classroom or Schoology daily.
- Elementary teachers will use Class Dojo for communication and posting of information.
 - Teachers will use the Dojo app to communicate daily expectations for students.
 - A template of activities has been provided for teachers, but teachers are welcome to adapt these to best meet student needs.

These platforms should be used for all communication. Teachers are not permitted to communicate via text to students unless it is a classroom communication tool or app such “Remind” or “Dojo”.

Teachers are encouraged to utilize Microsoft Teams, Zoom, or TheraPlatform for synchronous learning opportunities.

The District will provide information for students, staff or parents on how to access platforms or technology.

Regular education teachers are able to utilize synchronous or asynchronous instructional settings, at their preference.

Students needing a device for home were asked to complete a request form or teachers were asked to do so on the student’s behalf. Students in grades K-4 will receive iPads and students in grades 5-12 will receive Chromebooks. All parents are required to complete a device loaner form before accepting the device. All devices were prepared by the technology team and other personnel and cleaned with Bactronix disinfecting system before being provided to families.

For students who are not able to connect to the Internet or who require hard copies of materials based on special education needs, hard-copy packets can be made available in bins outside of the Junior High or Independence Elementary during breakfast and lunch distribution. Pick-up of packets will occur between 11-1 daily, coinciding with lunch distribution.

For any family who is unable to pick up necessary instructional items, alternate arrangements will be made by administration so that all students have the necessary instructional materials.

STAFF GENERAL EXPECTATIONS

Expectations for professional employees while supporting Continuity of Instruction

Due to constraints in collaboration and planning time due to the national COVID-19 pandemic, a general plan for instruction was provided for Hopewell professional employees. If after reviewing this plan or implementing this general plan, a professional employee has additional ideas/resources, he or she is free to adapt or change the general plan. However, professional staff is not required to do so. Over the course of the next several weeks while Continuity of Instruction is occurring in our student homes, please feel free to add/replace this content with materials and resources that will best meet the needs of your students.

The following are sample expectations for requirements for all professional staff. A more detailed building level expectation document is being created by principals for discussion and distribution during the first faculty meeting.

During this time **grade level and core content teachers** may:

- Answer questions and provide feedback to students
- Post video content for students
- Email or video chat with students
- Respond to parent emails
- Provide guidance/navigation through instructional materials
- Design future lessons
- Research and post new content
- Log in to online content, assign certain content, and review student information (Lexia, Freckle, IXL, ALEKS, Mathia, etc.)
- If a student is not participating or engaged in instruction, then the teacher will contact the parent with the best means of communication.
- Evidence of daily engagement (9AM-9AM): completion of assignment, see that a student has viewed video or posted work, progress on Lexia, Freckle, ALEKS
- Review responses to Daily Student Check-in and respond to student concerns, if needed

Teachers will assess and/or provide feedback on student work submitted.

Students can submit work via Schoology, Edgenuity, or Google Classroom.

During this time **special subject teachers** in grades K-8 may:

- Weekly K-4 BINGO card for special subjects (including Title I) with 2-4 subject related ideas/activities
- Connect with students via email, chat, or video to provide lessons (art tutorials, instrumental lessons, foreign language recitation, coding projects, health and wellness videos, etc.)
- Collect resources or create content to share with students
- In JH electives, students will continue with 3rd nine weeks electives.

During this time **school counselors** may:

- Answer questions and provide feedback to students
- Contact parents via phone or email for any students who are at-risk
- Conduct virtual sessions with individual students
- Research and post relevant resources for parents and students
- Connect with SAP students weekly
- Contact Dr. Oliver immediately if a new 504 request is received
- HS counselors should schedule meetings with:
 - All seniors and provide guidance and support
 - Share and support scholarship opportunities and college applications for HHS students.
 - All juniors to create a post-secondary plan.

During this time **school nurses** may:

- Check in weekly on all 504 students via phone call or email to parents
- Create and post lessons/content on stay healthy and active during this time
- Research and post relevant articles/ resources for parents and families
- Answer questions

During this time **special education teachers** may:

- Special Education Teachers will provide individual and/or small Microsoft Teams sessions and/or online instruction through website that monitors student progress (i.e.-Moby Max, Lexia, IXL). Pencil/paper packets will need to be available for those without internet.
- Special Education Teachers will be available through Microsoft Teams to assist students with assignments as necessary and complete progress monitoring.
- Special Education Teachers will need to record lessons for students viewing them outside of “live hours.”
- Special Education Teachers will need to create a tracking log of contact and attempted communication with regular education teachers, students and parents.
- Special Education Teachers will collaborate regularly with general education classroom teachers via email and/or telephone to ensure accommodations and modifications completed for students included in general education classes.
- Collaborate with paraprofessionals and assign responsibilities to assist students and/or read tests.
- Special Education Teachers will collaborate with related service personnel to ensure that live sessions do not overlap.
- Special Education Teachers will participate in virtual IEP meetings when they are scheduled
- Continue to write IEPs as needed
- Complete RRs as instructed by Dr. Utchell and Dr. Oliver
- Participate in virtual weekly department meetings with Dr. Utchell and Dr. Oliver

- Design future lessons
- Research and post new content

During this time **speech-language pathologists** may:

- Create a schedule to provide individual support to students
- Continue to track progress monitoring
- Provide services via phone, video, or other technology
- Create a tracking log of contact and attempted communication with regular education teachers, students and parents.
- Participate in virtual IEP meetings when they are scheduled
- Continue to write IEPs as needed
- Complete RRs as instructed by Dr. Utchell and Dr. Oliver
- Complete ERs and RRs that were requested prior to March 14, 2020

During this time **gifted support teachers** may

- Create a schedule to provide individual gifted support to students
- Connect with students via email, chat, or video to provide lessons (art tutorials, instrumental lessons, foreign language recitation, coding projects, health and wellness videos, etc.)
- Collect enrichment resources or create content to share with students
- Provide services via phone, video, or other technology
- Create a tracking log of contact and attempted communication with regular education teachers, students and parents.
- Participate in virtual GIEP meetings when they are scheduled
- Continue to write GIEPs as needed

Mental Health Support

If a professional employee believes a student needs immediate assistance, please refer them and/or their parents to one of the following and follow-up with Dr. Oliver about the situation.

- o Emergency Line at 911
- o Beaver County Crisis Line, 800-400-6180
- o National Suicide Prevention Lifeline, 800-273-8255
- o Safe2Say 844-723-2729

If you are in need of mental health support and enrolled in District health care, please contact: 1-800-258-9808. This number is on the back of your medical insurance card.

Student Expectations

Students are expected, to the greatest extent possible, to:

- Engage in the instructional activities presented and required by educators,
- Complete required instructional tasks or activities,
- Ask for help and communicate in the means provided by the educator for communication,
- Communicate technology needs to educator(s),
- Complete Daily Check-in for daily attendance,
- Communicate any wellness concern to educators so that support can be provided for students and/or family.

Attendance / Accountability

Staff members are required to participate in a daily faculty meeting scheduled between 9:00-10:00 AM with their building principal via Microsoft Teams. Attendance for staff will be verified by principals through daily faculty meetings, sign in sheets and/or through periodic checks on instructional plans.

Students in grades 5-12 will be required to sign into a daily Google Doc for attendance to be taken. Students in grades K-4 will be required to connect with teachers through student/parent check-ins via phone, email, or other means of teacher/home communication.

Good Faith Efforts for Access and Equity for All Students

Letters were sent to all parents of students who participate in Hopewell's Special Education programming informing them of Access and Equity for Instruction during the time of Continuity of Instruction. The letter stated:

Beginning Monday, March 30, 2020, Hopewell Area School District is committed to making a good faith effort to provide continuity of education, planned instruction, appropriate, and reasonable services for students while our school districts are closed due to COVID-19. During an extended closure of a school (10 or more consecutive days) due to the COVID-19 health emergency, Hopewell Area School District will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

During the extended closure, the school district will provide special education and related services provided through distance instruction provided virtually, online, recorded videos, and/or other modes. During this time, the school district is will not able to provide all services in the same manner they are typically provided. In addition, progress monitoring of IEP goals may not be able to be collected in the same manner they are typically provided. The IEP team will work collaboratively to monitor progress through practices of observation remotely.

The Special Education team values education and we value your child. We understand the challenges school closure has caused and want to do our part in ensuring your child has equal access to learning. We also appreciate the expanded role that has been thrust

upon parents and we want to be a support for you as well. Thank you for your continued cooperation as we work to ensure the safety of our students, staff, and communities.

Additionally, the following are actions to provide Access and Equity for all students:

- Breakfast and Lunches are available for students under the age of 18 for 7 days at week. Pick-up is between 11-1 Monday through Friday at Hopewell Memorial Junior High and Independence Elementary School.
- Students needing devices will be provided one, at no cost.
- Students needing hard copies of packets will be provided through either parent pick-up during lunch distribution or through US Mail.
- The District will work with any family with unique needs who lack the ability or access to instructional programming.

English Language (EL) Supports

The District will continue to utilize the services of the Beaver Valley Intermediate Unit (BVIU). The BVIU English Language teachers will supplement the general education instruction for ELL's as most appropriate and best fits with the technology provided to students, parent access and/or complying with the plans set forth by Hopewell Area School District in continuing instruction. ESL teachers can also provide support to the general education teachers for EL's as an important component during this time.

Gifted Education

The District will continue to utilize the services of the District's Gifted teachers to provide enrichment opportunities. The expectation is that each Gifted student would be provided at least 45 minutes to support the student's individual Gifted goals. The Gifted teachers will supplement the general education instruction for Gifted students as most appropriate and best fits with the technology provided to students, parent access and/or complying with the plans set forth by Hopewell Area School District. Hopewell's gifted teachers may also provide support to the general education teachers in meeting the student's GIEP goals during this time.

Building/Grade Level Contacts

- General or District Level Education Questions or Concerns, Dr. Jacie Maslyk, Assistant Superintendent, maslykj@hopewellarea.org
- Hopewell High School, Mike Allison, Principal, allisonm@hopewellarea.org
- Hopewell Memorial Junior High School, Ed Katkich, Principal, katkich@hopewellarea.org
- Hopewell Elementary School, Korri Kane, Principal, kanek@hopewellarea.org
- Independence Elementary School, Korri Kane, Principal, kanek@hopewellarea.org
- Margaret Ross Elementary School, Korri Kane, Principal, kanek@hopewellarea.org
- Special Education, Lynn Utchell, Special Education Director, utchelll@hopewellarea.org

- Psychological Services, Kellee Oliver, Supervisor of Pupil Personnel,
oliverk@hopewellarea.org

Resource Links

The District has a variety of links to resources and informational items on the website.

District Website: www.hopewellarea.org

Posted: April 6, 2020