

## Continuity of Education Plan

School District	New Brighton Area School District
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### Goal of Plan

The goal of New Brighton Area School District’s Continuity of Education Plan is to continue providing educational services to our students throughout the COVID-19 closure. While we know that the value of classroom instruction is immeasurable, we will do our best to continue our students’ progression of education through distance learning. We aim to ensure they have the skills necessary to continue in their learning path of K through 12 and we will conduct our instruction primarily in an asynchronous format, with adjustments as needed for individual circumstances, special learning opportunities, and as we travel further down this path.

### Overview of Plan

The plan designed for the New Brighton Area School District will aim to meet students where they are in this learning progression, which is brand new to it. We will enter this as a learning moment for all of us and transition to more in-depth learning as we gain comfort, while continuing to focus on enrichment, review, and expansion of skills.

#### 1. Educational Plan

##### a. Elementary School

- i. Grade Level Teachers will work together as a team for consistency
- ii. Plan to post 2 lessons per day (i.e. ELA and SS or Math and SS, etc.)
  1. Moby Max - Main platform for K-5 core content area learning
    - a. Teachers provided log-in information and communicating to each family. Web based program so access is universal and not device limited.
    - b. Utilize additional videos of a teacher or another web-based platform for “re-teaching”
  2. Special Subject teachers to create lessons to cover the week; will average 1 lesson per day for a student, just like their Specials rotation while in school. Materials housed on District website under “Home Education” tab.

##### b. Middle School

- i. Teachers are responsible for one content area. 6th Grade teachers have been assigned one course.
- ii. All teachers have been set up with a Google Classroom account

- iii. Teachers will assign lessons based on the day that they are interacting with the students which would equate to students having 2-3 lessons/day except on Friday, only Specials.
- iv. Post videos, links, etc. as resources or assignments on Google classroom
  - 1. Primary resources
    - a. Math (Interactive Math Book and Personal Math Trainer)
    - b. Rdg/LA (IXL, Newsela, ReadWorks, Online Textbook)
    - c. Soc. Stu. and Sci (IXL, Newsela, Videos)
    - d. Specials (Self-created videos and YouTube, website)
  - 2. Post worksheets, reflections, etc. as assignments on Google Classroom
  - 3. Teachers may use their phone or device to record a lesson and upload it to Google Classroom.
  - 4. Set up Zoom Meeting time for discussions and help. Times dependent on Subject and can be flexible if needed
    - a. SS M/W 10:00 - 10:30
    - b. SCI T/R 10:00 - 10:30
    - c. Math M/W 1:00 - 1:30
    - d. Rdg/LA T/R 1:00 - 1:30
    - e. Specials W/F 1:30 - 2:00
    - f. Using Zoom- Follow Guidelines
    - g. Additionally, teachers will be available via email between 10 and 2 daily with 30 minutes set aside for interaction via Zoom or Google Chat according to schedule.
- c. High School
  - i. Focus will be on Google Classroom and Teacher personalized emails to students. Students are familiar with using their @nbasd.org Google email.
  - ii. Core Content teachers will email at start of week with assignment and inform student how often they will communicate new assignments. Will vary each week and with what is being covered. Teacher may send 2 or 3 days worth of assignments in an email.
    - 1. Teachers will utilize online resources that they can describe remotely and/or previously used in class.
    - 2. Elective teachers will follow similar format to Core Content teacher.
- d. Assessments of Student Work (i.e. per assignment or for “tests”)
  - i. Student assessment will vary by grade level, content, and teacher. Examples will include emailing responses from prompts or activities to a teacher; Sending a picture; Google Form to respond to questions; Online Quiz based program, etc.

The learning plan of the New Brighton Area School District will begin on Monday, March 30, 2020. Teachers are expected to be accessible Monday through Friday for each school day. Teachers will provide relevant material and assignments to students to build upon skills they have learned throughout the year, while understanding the unique circumstances of this pandemic.

The Building Principal will schedule faculty meetings and/or grade/content meetings that will occur daily throughout the school week. These will be short, 10-15 minute check-ins, and will be utilized to review progress, analyze student engagement, and devise a plan for contacting and supporting families in need of assistance.

Teachers are expected to provide instruction Monday through Friday through our school week, minus holidays. There will be no delayed start or early dismissal days for the remainder of the year.

Teachers will be accessible during their traditional work hours for their building and will set-up “office hours” during which time they will be actively engaged in email responses, possibly hosting virtual help sessions, and so forth. Teachers will monitor their email for student and parent questions. Students and parents should receive responses to questions within 24 hours Monday – Friday. Any teacher using additional platforms (i.e. Remind app, Class Dojo) to instruct will also follow the 24-hour rule. If a teacher recognizes that a student has not been engaged in distance learning for an extended period, they will reach out to the family and notify the Building Principal(s).

#### Communication Tools and Strategies

The New Brighton Area School District has communicated with families repeatedly since the start of the Covid-19 pandemic. We have utilized the District website, creating a page specific to Coronavirus and a page for Home Education. Additionally, we have used School Messenger to blast out phone/email/text message, social media (Facebook and Instagram), and postal mail to students with unique situations and learning needs.

The District maintains a resource page with all communications on the District homepage. The “Maintaining Skills” page located under the “Student Resources” tab has had supplemental, optional resources since the first week and has been sent out to families multiple times. Our CoE educational information will be relayed directly from teachers to families. The District will continue to use our website, School Messenger for mass communication, and social media platforms to communicate on a larger scale as appropriate.

Throughout the educational process the teacher should be the primary point of contact. However, the Building Principals are available and should be contacted at any time. All District staff have been reminded how to check classroom voicemail remotely and reminded to monitor daily. Office and Administrative staff have been reminded to check every few hours throughout the day.

Technology support has been provided to all families who borrowed a device. This support came in the form of a flier with how-to directions and a page that included a call-in process for support.

Teachers will monitor students for engagement. Teachers will reach out to the families at the first sign that a child is not engaged or appears to be struggling. Teachers will also solicit the support of the Guidance Counselors, Social Workers, and Building Principal(s) to contact families, support their needs, and engage them in learning.

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

The District aims to use the following platforms:

1. Elementary School – Moby Max and supplemental sites as necessary and appropriate. Additionally, teacher created videos and lessons for activities, enrichment, and remediation.
2. Middle School – Google classroom, iXL, Personal Math Trainer and Interactive Math Book; Newsela, and supplemental sites as necessary and appropriate. Additionally, teacher created videos and lessons for activities, enrichment, and remediation.
3. High School – Google classroom and supplemental sites as necessary and appropriate. Additionally, teacher created videos and lessons for activities, enrichment, and remediation.

Teachers will use Zoom and/or Google Hangouts to conduct virtual sessions for support, enrichment, demonstrations, etc. Teachers will mostly educate in an asynchronous method and utilize virtual platforms for tutoring support, open office hours to ask questions, demonstrations, enrichment, and remediation. If a synchronous session is planned, teachers will communicate in advance and have an alternative for those students who cannot participate.

The District conducted a K-12 Technology needs assessment to analyze access to devices and internet connectivity. Students in need of a device are being provided an iPad or Chromebook on loan from the District. The District has communicated internet options repeatedly to our families via our website and social media, as well as references in our mass calls. We have reached out personally to all families who are in need of internet and we are working to help them find a solution, i.e. free wifi hotspot, internet program, or district provided device for internet connectivity. The District conducted a device hand-out and plans to conduct multiple additional hand-outs.

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 and this will be communicated to families, as needed. For certain populations of students, a drop-off program has been devised so materials are dropped, in a clean fashion, at their homes. This is primarily used for students in our Life Skills program, so we can deliver the materials they need.

### Staff General Expectations

The overarching goal of our plan is to support the learning of our students while they are in a remote setting. We recognize that this came on quickly due to the Covid-19 pandemic and our families, and staff, will need additional support.

Our teachers (core content and specials/electives) are expected to do the following, which may be revised at any time: provide daily/weekly lessons for students to complete; assess (in an age appropriate manner) student progress toward their learning goals; maintain communication with students/families; plan for future lessons and the extension of this pandemic based closure; provide guidance to the families throughout; utilize age appropriate resources and supplement as appropriate; maintain daily office hours and participation in faculty meetings.

Our school counselors are expected to do the following, which may be revised at any time: check-in on students who previously were on their caseload, maintain contact with any students with IEP/504 who they regularly met with; conduct virtual sessions, if appropriate, for students in need or having questions with a counseling topic; provide guidance and support to all students and in particular seniors at the high school level; connect with students from the SAP caseload; support teachers as needed.

Our school nurses are expected to do the following, which may be revised at any time: check in with students who were previously their regular attendees in the health office; check in with students who have an IEP/504 and they previously monitored; check-in on students who rely on public assistance for medical supplies or appointments to ensure they are meeting their needs.

Our special education teachers are expected to do the following, which may be revised at any time: provide individual and small group support through virtual office hours and phone/email based check-ins; coordinate with general education teachers for adaptation and modification to student assignments; utilize virtual supports to assist and meet with students and families, as well as meeting with colleagues; maintain a log of communication and monitor the general education teachers for maintaining a similar log.

Our instructional assistants are expected to do the following, which may be revised at any time: support students on a prescribed caseload with regular check-ins via phone and email; utilize virtual supports to assist following teacher directions; contact families as requested to check on students, monitor engagement, and gather data for the teachers and/or administrations.

Our speech pathologists are expected to do the following, which may be revised at any time: maintain regular contact with students on their case load; conduct virtual sessions with students utilizing Zoom or Google Hangouts; continue with and monitor IEPs and other reports/needs as appropriate and necessary.

Our gifted teachers are expected to do the following, which may be revised at any time: maintain contact with general education teachers to support and enhance learning as necessary;

support students through enrichment with phone and email based check-ins with students and virtual office hours to conduct demonstrations, new engaging activities, and similar; continue with and monitor GIEPs and other reports/needs as appropriate and necessary.

#### Student Expectations

Students are expected to complete assignments by the due date given by their teacher. Students should remain engaged in their learning and work daily to keep up with assignments and lessons from their teacher. Students experiencing extenuating circumstances and/or having difficulty completing an assignment should inform their teacher in advance of the due date and/or ask their parents to contact the teacher. The school will do their best to work with the student and his/her family to address the needs of the student.

#### Attendance / Accountability

Staff attendance is monitored through regular participation in the faculty and/or grade/content-based meetings. Those on leave have been communicated with and substitutes secured.

Student attendance is monitored through daily engagement in lessons, responses to teachers as requested, and contact with families as needed at the various grade levels.

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

The District has been in contact with all students in the Special Education program. A letter was mailed on Friday, March 27, 2020 and regular communications have been provided throughout the closure and will continue throughout its entirety. We are communicating with all families on their needs and maintaining contact with students to meet their learning needs as we move forward.

We have continued to provide meals to all students, utilizing multiple locations throughout our community in order to increase access.

We have provided technology and are planning additional technology hand-outs. We are working with those families in need of internet, have provided resources for free or low-cost internet, and are attempting technology support for them. We will utilize paper-based packets for those in need of that support and/or who need more tactile learning methods.

#### Special Education Supports

During this time the physical buildings will be closed, we will begin providing instruction and supporting our student's needs through distance/virtual learning. This will begin on Monday, March 30, 2020. The teachers, particularly our Special Education teachers and with the support of Instructional Assistants, will work to meet our student's needs through the best of our abilities in a remote environment. We will maintain communication with the families to support them, solicit input, and help address any concerns. Examples of the supports we plan to have in place, but not a fully comprehensive list as we will adapt to a student's needs and be flexible as we navigate this unique landscape, include:

1. **Review of Student IEPs:** Special Education teachers will review the SDI/Accommodations section of each of their students. Make a list for each one and note what each SDI/Accommodation could look like in a virtual/distance learning setting. How could it be provided? What would be needed? If there is no way to do so, make note of that too. Some SDI/Accommodations will naturally fit in a virtual format, such as tests read aloud (these could be videoed and posted or emailed to students to view when testing) for example.
2. **Schedule of Support:** Teachers are planning and adapting for how individual support can be provided and what type of schedule we may need. OT, PT, and Speech are working on virtual services. One-to-one supports for our students in learning support and life skills may be necessary as well. We are planning for 10:00 - 2:00 each day as office hours. These are flexible and can change with needs of the students (and family). Supporting our students (and parents) is the key and this will look very different than normal.
3. **Contacting Parents:** Communication will be key to student success. Teachers will be in regular contact with families and engage Mr. Engel, Director of Student Services, as necessary. Families are being asked to reach out to us as soon as they have any concerns or feel any changes or additional supports are needed.
4. **Communication/Collaboration with General Education Teachers:** This will also be very important in making sure our students' needs are being met and their IEPs followed as best as possible. Phone calls, shared documents, ZOOM, etc. will be crucial in staying connected with colleagues.

#### EL Supports

The District employs a teacher for the EL program. Our teacher has been in contact with each student/family via phone and email. She will continue to support their needs on an individual basis with contact as needed on a daily basis. She plans to “push in” to their class activities and support them, based on present levels, with their current work. She will supplement as necessary to ensure present levels are being met and expanded upon for future WIDA assessments of progress.

#### Gifted Education

Gifted support will be provided with a variety of online learning activities consistent with their interests and GIEP goals. The Gifted Education staff have communicated with each family and will continue to communicate with students/families via phone and email. Virtual hours will be provided for additional communication and live work, demonstrations, resource sharing, etc.

#### Building/Grade Level Contacts

New Brighton Elementary School – Jason Hall, Principal – [jhall@nbasd.org](mailto:jhall@nbasd.org)  
 New Brighton Middle School – Julian Underwood, Principal – [junderwood@nbasd.org](mailto:junderwood@nbasd.org)  
 New Brighton High School – Ryan Yates, Principal – [ryates@nbasd.org](mailto:ryates@nbasd.org)  
 Special Education – Gabe Engel, Director of Student Services – [gengel@nbasd.org](mailto:gengel@nbasd.org)

#### Resource Links

The District is maintaining all links for education, resources, counseling support, health support, and other learning/educational/personal needs on our website at [www.nbasd.org](http://www.nbasd.org). The tabs for Coronavirus, Home Education, and Maintenance of Skills (located under Student Resources) will contain all information for families in an organized format.