

Continuity of Education Plan

School District	Halifax Area School District
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Goal of Plan

Our primary goal is to ensure all are safe and students are provided with an appropriate continuity of learning. During the school closure, Halifax Area School District students will engage in planned instruction as well as enrichment and review.

Overview of Plan

The HASD Continuity of Education plan is aligned with our mission: “The Halifax Area School District, in partnership with students, parents, and community members, will provide each child with a safe, supportive, and challenging environment that will empower and inspire them to reach their potential as prepared, engaged, and responsible citizens.” We have communicated to our families that safety is our primary concern. Also, HASD will challenge students with remote instruction to help them reach their potential. Additionally, the provisions of the plan endeavor to follow the vision of the school district to empower and inspire student to be prepared, engaged, and responsible citizens.

Expectations for Teaching and Learning

Teachers will plan for student learning and will begin to deliver assignments and projects. Teachers are scheduling online office hours, video check-ins, and will continue to collect data to assess learning. Our students are 1:1 in grades PreK-12 and have their devices at home. We are making accommodations for students without reliable internet including the creation, distribution, collection of packets, and the purchase of additional hot spots. Our focus is on the critical standards needed in each of the content areas. Our rationale is that we endeavor to keep students engage in the educational process to the best of our ability based on the unprecedented circumstances. Our recommended guidelines for maximum student commitment each day as we start remote instruction. The time commitment guidelines are as follows:

- Pre-K: 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-12: 30 minutes per teacher

Communication Tools and Strategies

Constant communication is essential. All official District updates and information regarding COVID-19 from Dr. Hatfield and building administrators will be sent via our Swift K12 platform by email, text or phone. Staff will use official HASD communication methods to communicate with families and students including phone and email. At the Elementary level communication should continue through Dojo and students' filtered email. At the secondary level, communication should continue through email/canvas.

Access (Devices, Platforms, Handouts)

Our students are 1:1 in grades PreK-12 and have their devices at home. Grades PreK-5 have iPads and secondary students have Chromebook. Elementary teachers are primarily using ClassDojo and email communications. Some are continuing to use established platforms such as Google Classroom. Secondary teachers are continuing to use Canvas. All teachers are using Zoom meetings and email for their office hours. Accommodations for students without reliable internet will include the creation, distribution, and collection of packets at a central location.

Staff General Expectations

Instructionally, will address the critical standards for the remaining weeks of the school closure. Academically, teachers will prioritize what is most important. We are stressing communication and connection with the students and their families. Instructional staff has designated times to be on-line and accessible for students and families.

Student Expectations

Expectations for engagement are differentiated based on grade levels. We have distributed guidelines to staff and families.

Pre-K - Daily Learning Time: 30 minutes of direct instruction

Daily Learning time can include:

- 5-minute increments
- Hands-on activities between instruction
 - o imaginative play
 - o creative arts
 - o music and movement
 - o outdoor exploration
 - o exercise
 - o fine/gross motor activities

Extra Suggestions for Extending Learning

- 30-60 minutes of outdoor play (encourage social distancing)
- 10-20 minutes of reading with family (books of their choice)
- 90+ minutes of imaginative play

Kindergarten and Grade 1 - Daily Learning Time: 5-10-minute time spans, a total of 45 minutes

Daily learning time can include:

- Reading
- Online work (*IXL, Moby Max, Wonders, etc.*)
- Handouts or other learning activities
- Physical Education/Health, Art, Music, etc.
- Social-Emotional Learning

Grades 2 and 3- Daily Learning Time: 10-15-minute time spans, a total of 60 minutes

Daily learning time can include:

- Reading
- Online work (*IXL, Moby Max, Wonders, etc.*)
- Handouts or other learning activities
- Physical Education/Health, Art, Music, etc.
- Social-Emotional Learning

Grades 4 and 5 - Daily Learning Time: 20-minute time spans, a total of 90 minutes

Daily learning time can include:

- Reading
- Online work (*IXL, Moby Max, Wonders, etc.*)
- Handouts or other learning activities
- Physical Education/Health, Art, Music, etc.
- Social-Emotional Learning

Grades 6-12 - Daily Learning Time: 3 total hours a day inclusive of all classes

Recommend time: 30 minutes for each class - Middle School and High School

Daily learning time can include:

- Reading and reflection
- Writing
- Recorded lectures
- Handouts or other learning activities
- Discussion boards
- Online resources
- Content-based activities

School Counseling Services (for all grades):

- Communication with students is encouraged as some may be experiencing additional stressors.
- Continue to share mental health resources with families.
- Career and College Readiness will continue based on updated ESSA guidelines from PDE.

Attendance / Accountability

Teachers will report to the building administration data on student engagement. Administration will intervene with families to improve attendance and student engagement.

Initially, we will focus on asynchronous instruction supported by office hours for students. Additionally, we are using the completion of student work to inform our instructional process and relying less on formal grading.

Good Faith Efforts for Access and Equity for All Students

- Individual Classes and Support Services. HASD will make a good faith effort at Free Appropriate Public Education (FAPE) and equitable access.
- Provide appropriate learning activities for students.
- Collaboration between General and Special Education regarding lesson planning and lesson execution is important.
- Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child's unique needs.
- Maintain communication with families to the best of staff ability.
- Follow guidance from the USDE, PDE, and the General Assembly.

Special Education Supports

Special Education Teachers and Related Service providers will provide online virtual learning including instructional 1:1 and/or small group sessions, schoolwork packet distribution, instructional telephone calls and other curriculum based instructional activities.

Special Education Teachers will provide a temporary IEP amendment to parents as well as Prior Written Notice (PWN/NOREP) to parents outlining the virtual IEP plan including any modifications and specially designed instruction being provided. Special Education Teachers and Related Service providers will provide ongoing documentation and communication with parents and the IEP team.

The Director of Special Education will provide parents with an informative letter outlining Special Education procedures and supports, including the new process for ER/RR/IEP meetings and supports as well as contact information during the school closure.

EL Supports

ELL teachers will provide students with online virtual learning instruction including 1:1 and/or small group sessions, schoolwork packet distribution, instructional telephone calls or other curriculum based instructional activities.

HASD will access CAIU 15 supports in order to meet families' unique needs including any documents or district communications that need translated. The Director of Special Education will be available for parent questions via email or phone.

Gifted Education

Gifted Education teachers will provide online virtual learning including 1:1 and/or small group sessions as well as instructional telephone calls and other curriculum based instructional activities.

Gifted Education teachers will provide appropriate learning activities for students and continue to support students with independent gifted projects/assignments. The Director of Special Education will be available for parent contact via email or phone.

Building/Grade Level Contacts

High School- John Osuch osuchj@hasd.us

Middle School – Matt Czaplicki czaplickim@hasd.us

Elementary School – Mike Sim simm@hasd.us

Special Education – Lisa Slover SloverL@hasd.us

Resource Links

For a complete listing of [education](#) and [community based resources](#), please visit www.hasd.us