



COVID-19 Closure: Continuity of Education Plan

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Goal of Plan

The Coronavirus Pandemic will impact all of us. While the continuation of K-12 education is very important, it is not the most important goal facing our nation at the moment. Making certain essential health services are available to those in the most need, along with slowing the spread of the Coronavirus to a manageable level out-weigh a temporary interruption in education.

Our commitment to our students:

- Neshaminy intends to make certain no group of students and/or individual students suffer a negative long-term educational impact from this interruption of school.
- You have our commitment that those students on course to graduate in June 2020 at the time of the school closure will receive their diplomas in June.
- Those students on course to be promoted to the next grade, will be promoted.
- Any learning gaps resulting from this school closure will be addressed in the subsequent grade/course in the coming year.

Neshaminy School District's Continuity of Education Plan Goals:

1. No student suffers a long-term negative educational impact
2. A Phased Instructional Program Roll-out
3. The continuation of Neshaminy Curriculum
4. The continuation of individual classroom/course structures
5. The flexibility to accommodate for individual student/family circumstances during the pandemic
6. Equitable access for students

Overview of Plan

Neshaminy School District's Continuity of Education Plan Overview:

The Phased Roll-out was Neshaminy's intent prior to the closing of schools. The phased roll-out is as follows:

Phase 1: Week of March 16

Broad Exploratory Learning Opportunities

Phase 2: Week of March 23

Grade Level & Content/Course Specific Learning Opportunities

Phase 3: Week of April 13 and beyond

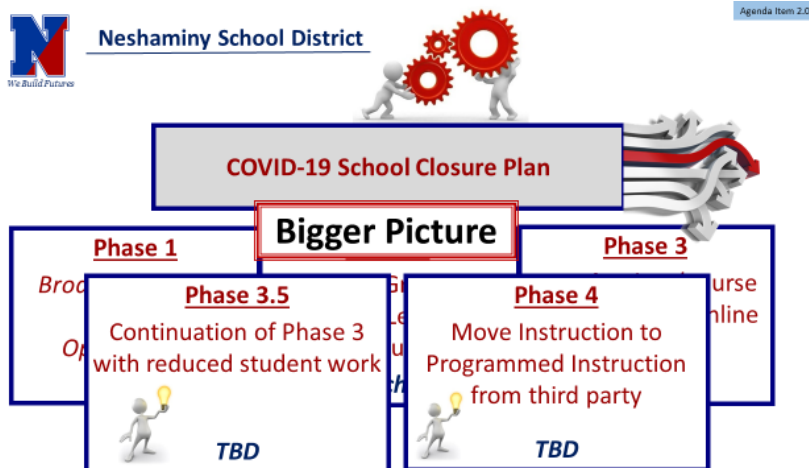
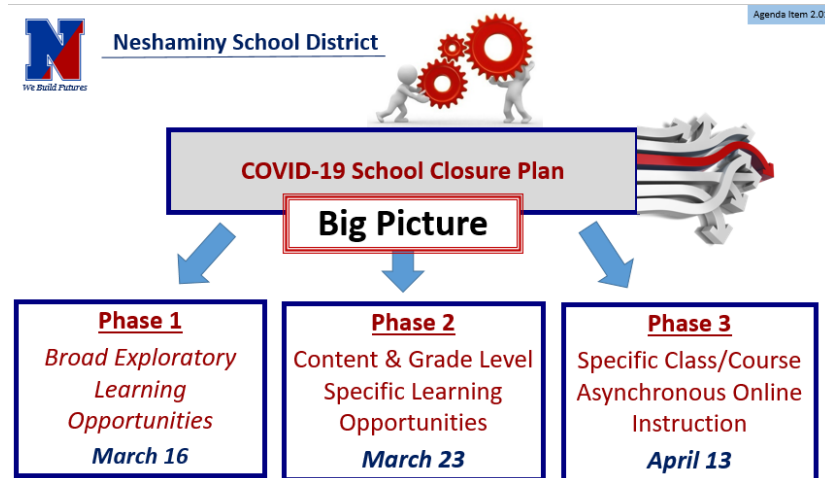
Individual Class/Course Asynchronous Online Instruction

Phase 3.5: Week of April 13 and beyond

Tailor Online Instruction to meet the individual needs of students and families

Phase 4: TBD, if necessary

If necessary, due to significant staff illness, move to programmed, third-party Instruction Software

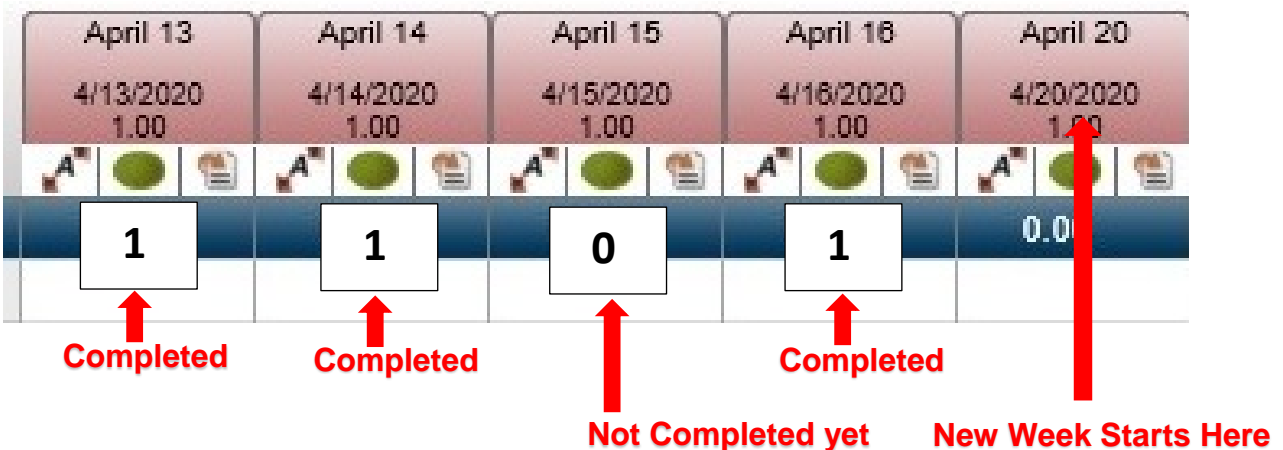


Phase 3, Marking Period 4 Grading during Asynchronous Online Instruction.

- Marking Period 4 began on Monday, April 13, in Phase 3 of Neshaminy's Continuation of Learning Plan.
- Neshaminy will be grading Secondary Students (Grade 5-12) Online work in Phase 3; Marking Period 4 as either (S)atisfactory or (I)ncomplete. Elementary Students (Kindergarten-Grade 4) will continue to receive progress using Standards-Based Grading.
- Monday through Thursday of Phase 3 (April 13-June 12, 2020), students will be expected to complete roughly 30 minutes of work in each of their classes/courses in the Canvas Platform. Each day, they will be required to "turn a given assignment in" to demonstrate their completion of the daily activities, check their understanding and to mark their participation for the day.
- Teachers will provide students feedback on things submitted daily, based on established standards and expectations of the Neshaminy Curriculum, similar to normal in-school instruction. This feedback will not accumulate to a traditional letter grade for the Marking Period at the Secondary Level.
- At the end of the Marking Period for Secondary Students, we will set a common benchmark for earning a (S)atisfactory for the Marking Period. So, if a student has completed X % of the daily activities for a particular class/course, he/she will earn a (S)atisfactory for MP4 in that course.
- Elementary students will receive Trimester 3 Progress Reports based on the reporting categories outlined per grade level.

Monitoring Student Progress

At the Secondary Level, Marking Period 4 will be graded as (S)atisfactory or (I)ncomplete. Each day, Monday through Thursday, students will earn a Participation Point for completing the necessary activities in each class/course. (Classes/Courses that do not meet daily, have a weekly participation plan.) On Fridays, teachers will update student participation for the week in the Home Access Center reflecting one point for participation each day.



Determining an End-of-year Grade in each class/course

- Some Important Background/Foundational Understandings about End-of-course Grades and Transcripts to set the stage:
 - A student's official Transcript begins in Grade 9.
 - Middle School Students have a Transcript-like End-of-course Grade History in our computer system.
 - At the High School Level, End-of-course Grades are determined by a standardized cumulative point-system involving five equally weighted grades; grades from each marking period with the fifth equally weighted grade being the Course Final Exam.
 - At the Middle Level, End-of-course grades are determined by a point-system involving each of the four marking periods with the Final Exam as part of the fourth marking period grade.
 - Only End-of-course Grades appear on Transcripts.
 - Therefore, individual Marking Period Grades "disappear" into the background once an End-of-course Grade is determined.
- Final Exams will be eliminated this year.
- Calculating the End-of-course Grades
 - End-of-course Grades will continue to be A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F, as in the past. The calculation will be determined by an adjusted standardized point-system similar to the well-established, present point-system using the grades from the first 3 marking periods plus a (S)atisfactory in marking period 4. The (S)atisfactory being used to push the End-of-course Grade upward.
 - If the student receives an (I)ncomplete for Marking Period 4, an (I)ncomplete will also be assigned to the End-of-course Grade until the student has had an opportunity and access to complete the work.
- The below chart illustrates the idea.

NHS	MP1	MP2	MP3	MP4	FE	End-of-course Grade
Student 1	A	A	A	S	X	A
Student 2	A	A	A	I	X	I
Student 3	A	B	A	S	X	A
Student 4	A	B	B	S	X	A-
Student 5	B	B	B	S	X	B
Student 6	F	F	D	S	X	D
Student 7	F	F	F	S	X	Call us to discuss
Student 8	F	F	I	I	X	I
Student 9	B	B	C	S	X	B
Student 10	B	B	D	S	X	B-

- Once the final grade is determined, the student/parent will be given the Choice of the Actual Grade or a Satisfactory/Unsatisfactory Mark. A Satisfactory along with all passing Grades are Credit Bearing (NHS).
- Both Satisfactory and Unsatisfactory Marks, if chosen, would be excluded from GPA.

Determining end Trimester 3 Progress for Elementary Students:

Trimester Progress Reports are standards-based and will continue to be completed as previously done for Trimester 1 and 2 prior to school closures. Students will receive complete or incomplete for assignments submitted online within Canvas. Performance on the actual work will be monitored based on performance of the assignment, as each assignment is aligned to a standard and reporting category.

Students who do not participate in Online Instruction will receive support to attempt to engage him/her in learning. Individual cases will be reviewed and decisions will be reviewed at the building and District level with each family.

Expectations for Teaching and Learning

Learning Opportunities are activities, links to online resources, and downloadable documents.

Phase 1 / Phase 2 Learning Opportunities:

- Are voluntary for students (Unless parents make completion involuntary)
- Are not the continuation of classroom instruction
- Are not teacher-led
- Are self-paced, independent activities
- Are activities that will each take roughly 15 – 30 minutes
- Could review past material, introduce new material, or material in the realm of social emotional learning
- Will not be graded
- Are not sequenced, and for the most part, do not have to be completed in a particular order

Secondary Grades 5 – 12:

Phase 1: Week of March 16

- Review existing topics in each Canvas Course from September
- Read a Book or Start a Coronavirus Daily Journal
- Explore the Naviance Career Exploration Area:
<https://id.naviance.com/>
- Explore the PA Career Zone:
www.pacareerzone.org/
- Explore Road Trip Nation:
<https://roadtripnation.com/>
- SAT Practice:
<https://collegereadiness.collegeboard.org/sat/practice>
- Tour a famous Museum:
<https://hellogiggles.com/news/museums-with-virtual-tours/>
- The Mars Rover Virtual Tour:
<https://accessmars.withgoogle.com/>
- The Great Wall of China Virtual Tour:
<https://www.thechinaguide.com/destination/great-wall-of-china>
- Download Google Earth and explore for hours:
<https://www.google.com/earth/>
- Virtual Tours of Yellowstone National Park:
<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>
- Live Cams for the San Diego Zoo:
<https://zoo.sandiegozoo.org/live-cams>

Elementary Grades K-4, Phase 1 & Phase 2 can be located on our District Website at <https://www.neshaminy.org/Page/41853>.

The Learning Opportunities were designed by Neshaminy Teachers and span Grades K through 12 in specific content/course areas. Each activity is intended to be an independent, 15-30 minute series of tasks to review, continue or extend the Neshaminy Curriculum in a particular content/course.

While the Learning Opportunities are voluntary and ungraded, each presents an excellent opportunity to engage with Neshaminy curriculum from the past, present and in the future. Moreover, these Learning Opportunities provide a glimpse of the independent asynchronous learning environment students will experience in the next Phase of Neshaminy's instruction plan during the COVID-19 school closure. By design, these Learning Opportunities are not only opportunities to engage with Neshaminy's curriculum, but also practice the structure and habits needed to learn in an online environment.

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Phase 2 Elementary Tour ~ Learning Opportunities

- [ELA / Reading Learning Opportunities](#)
- [Math Learning Opportunities](#)
- [Science Learning Opportunities](#)
- [Social Studies Learning Opportunities](#)
- [Additional Online Resources](#)
- [Additional Resources for Specialized Program](#)
- [Social and Emotional Learning Opportunities](#)
- [Virtual Field Trips](#)

Grade	Program	Location	Activity	Directions	Frequency	Amount of Time
K-4	Raz-Plus Learning A-Z	Clever: https://www.clever.com Click on: Learning A-Z	Fiction or Non-fiction Reading	<ol style="list-style-type: none"> Click the Reading Room (Spaceship). Have your child choose a book from the Non-Fiction or Fiction Series of their choice. (Choose from the bar located at the top of your computer screen). Make sure the book chosen has all three icons underneath: (Headphones, Book, ?) Students should listen to and/or read the chosen book and then answer the questions. 	Daily	15-20 Minutes
K-4	I-Ready	Clever: https://www.clever.com Click on: I-Ready	Reading	<ol style="list-style-type: none"> Click on I-Ready within Clever Choose Reading <p>*Students have been assigned activities in all Reading Domains. This will include review for maintenance and will increase in difficulty overtime.</p>	Daily	K-1: @15 - 30 minutes 2-4: @30-45 minutes

Secondary Phase 2

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Phase 2 Secondary Tour



- NSD Learning Opportunity MS Math Grade 7
- NSD Learning Opportunities MS English/Reading Grade 7
- NSD Learning Opportunities MS Social Studies Grade 7
- NSD Learning Opportunities MS Science Grade - Rock Transformation
 - Introduction -2
 - Activity 1 Pre-Unit Assessment 1.1 Rock Transformation
 - Activity 2 Vocabulary
 - Activity 3 Studying Rock Formations and Samples 1.2 Rock Transformation
 - Activity 4 Investigating How Rocks Are Formed 1.3 Rock Transformation
 - Activity 5 Modeling How Rocks Are Formed 1.4 Rock Transformation
 - Activity 6 Examining Evidence About Rocks 1.5 Rock Transformation
 - Activity 7 Exploring How Magma and Sediment Form 2.1 Rock Transformation

Phase 3: Week of April 13 and Beyond

Beginning Monday, April 13, Neshaminy will enter Phase 3 of our Educational Plan during the COVID-19 school Closure. Phase 3 involves instruction being provided in an asynchronous online environment via the students' existing courses in Canvas.

Students will be supervised by their classroom teachers on a mostly asynchronous basis. This permits students (and families) the flexibility to work on school work at any time during the day. There is no requirement for the entire class and teacher to be doing anything at the same time. However, some teachers will periodically offer synchronous Video Conferences. Therefore, think asynchronous learning with a periodic splash of synchronicity. Teachers will also be working in an asynchronous schedule to assist in meeting both the needs of their students and their individual families at home.

Students will have something to learn by reading, watching or doing activities in each class. Additionally, students will have something to turn-in/complete to Check for Understanding and Participation. We estimate students will be required to spend 30 minutes per class to complete all that is required each day. Classes/courses that do not meet daily, will have a weekly cycle instead of a daily cycle. Additionally, each teacher will offer voluntary opportunities for the students to "Go Deeper" in that particular course if students so choose.

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Third Grade



Welcome



More detail on Phase 3 below in the Student Expectation Section

Phase 3.5: Week of April 13 and Beyond as needed

Based on individual students and family needs, we will customize/modify/adapt the Phase 3 expectation to better meet the student's and family's needs during the school closure.

Phase 4: TBD, if necessary

In the event a significant number of Neshaminy Teaching Staff are unable to continue working in the Asynchronous Online Environment due to circumstances of the pandemic, we will move the Online Instruction to Self-paced, Pre-programmed Instruction Systems. At the Secondary Level, Neshaminy will employ Edgenuity Software. At the Elementary Level, we will use Odysseyware Software.

Communication Tools and Strategies

Communication Tools:

- Individual student/family telephone contacts
- Direct Email
- Parent Link/Blackboard Call/Email/Text System
- Canvas LMS Announcements
- Canvas LMS Discussion Boards
- Naviance College & Career System
- Video Conference via Canvas or Zoom
- e-School Plus Home Access System
- District Facebook Page
- District Twitter

Communication Strategies:

- Frequent classroom teacher feedback on student work
- Weekly student/family Welfare Checks by school offices for those students not participating online
- Continuation of Counselor and Social Worker Service Remotely
- Teacher Office Hours every Friday
- Weekly Email to Parents
- Survey of Students and Parents about the 'fit' of the Continuity of Education Programs

Access (Devices, Platforms, Handouts)

Hardware:

- 5,600 Students in Grades 5 – 10 were issued Chromebooks in September.
- 2,100 + Students in Grades K-4, and 11-12 were issued Chromebooks since the start of the School Closure on March 16.

Elementary Software:

- e-School Plus SIS
- Canvas LMS
- Nearpod
- We Video
- I-Ready
- Dreambox
- Learning A-Z, Raz Plus
- SuperKids
- Social Studies Weekly
- Khan Academy
- Defined Learning
- Imagine Learning
- TCI Social Studies
- Brain Pop & Brain Pop Junior
- Read Naturally Live
- Reading Horizons

Secondary Software:

- e-School Plus SIS
- Canvas LMS
- Nearpod
- Naviance
- Albert IO
- I-Ready Math
- School-wide Reading
- Read 180
- TCI Social Studies
- Amplify
- We Video
- Video Conferencing
- Turn-it-in.com
- Brain Pop Software
- Achieve 3000
- IXL Math
- Board Works Platform

Staff General Expectations

The Instructional Design Work:

Staff will work roughly 35 hours a week and roughly 7 hours a day in a mostly asynchronous environment. Staff can work normal school hours or staff can work 7 – 10 AM then 3 – 7PM, etc, etc. The only caveat is that staff will need to be flexible enough for Common Virtual Meeting times as circumstances dictate.

Teaching staff will design/develop common 30 Minute Asynchronous Lessons for each Course that can be pushed into each of their Canvas Courses in preparation for each week of school closure.

- a) Principals have divided teachers up into Lesson Design/Development Groups based on what each teaches.
- b) Most teachers will be in only one Lesson Design Group.
- c) Each group will be charged with creating 4 lessons for the following week based on a set of lesson design parameters (below).
- d) Each Design Group will create a New Canvas Course as their “Workshop Course.”
- e) Rough parameter of a typical single lesson
 - Review material: 5-10 minutes
 - New material: 15-20 minutes
 - Interactions/Discussions/Assignments: 10 minutes
- f) Canvas Designers
 - Course/Module/Page Name formatting below.
 - Think visually appealing presentation of material. “Wow, this activity looks interesting!”

Teacher View of a Week

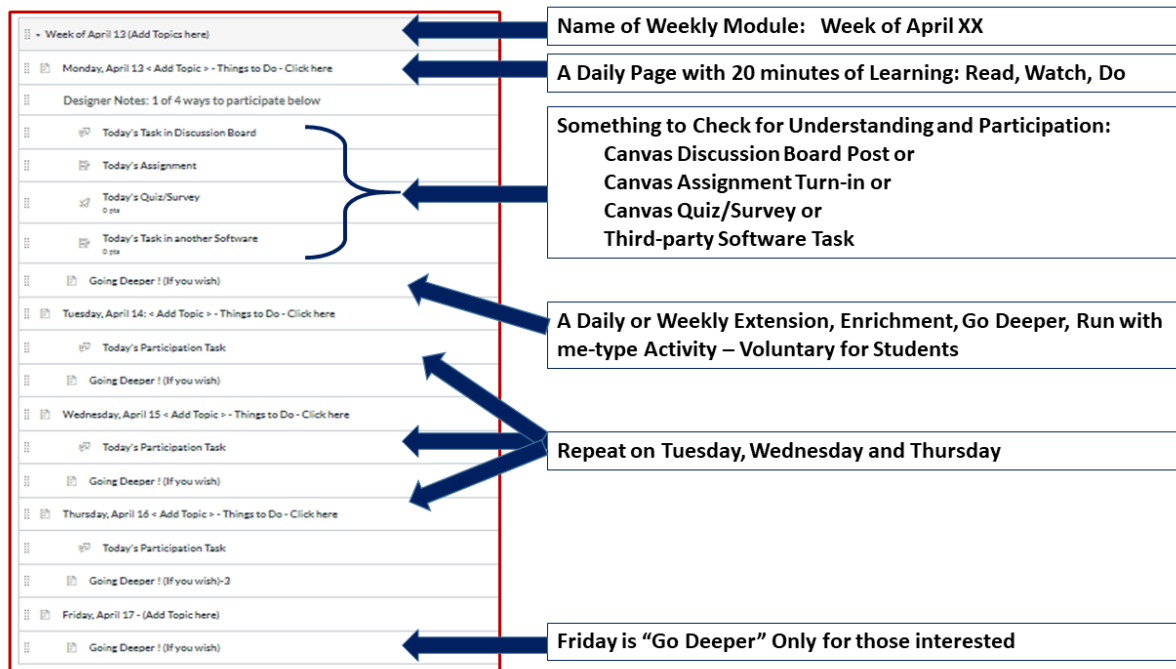
- a) Students work through each lesson; reviewing Videos, NearPod, Powerpoints, Articles, etc. Students participate in Discussion Board Questions and turn in some things for teacher review.
- b) Teachers can modify the Common District Lesson as he/she sees fit to better meet the needs of their individual class/student group.
- c) Teachers participate in the Discussion Board and give feedback on things turned in.
- d) No specific requirements for synchronous meetings or video conferences. But, the option is available to do so.
- e) Do the above for 4-days a week; Day 5 is preparing for the following week’s lessons and “Office Hours.”

Student Expectations

Phase 3, Individual Class/Course Asynchronous Instruction via Canvas.

Students will work in their individual Canvas Courses under the supervision of their classroom teachers on a mostly asynchronous basis. This permits students (and families) the flexibility to work on school stuff at any time during the day. There is no requirement for the entire class and teacher to be doing anything at the same time. However, some teachers will periodically offer synchronous Video Conferences. Again, think asynchronous learning with a periodic splash of synchronicity. Teachers will also be working in an asynchronous schedule to assist in meeting both the needs of their students and their individual families at home.

A Secondary Student View of a Week:



1. Monday through Thursday of each week.
 - Students Log In to Canvas and complete 30 minutes of Learning Activities for each Course.
 - Most Students have 6-7 classes/courses on their schedule.
 - There is no specific requirement of when or for how long of a period of time a student should work to complete the day's activities beyond approximately 30 minutes per course per day.
 - Teachers will provide feedback on assignments and participate in Discussion Boards.
 - Students may engage in the "Go Deeper" activities in any or all of their courses each day.
2. Friday
 - Teachers will hold Virtual Office Hours to provide additional assistance to individual students and parents.
 - Students may also continue to engage in the "Go Deeper" activities from the week.

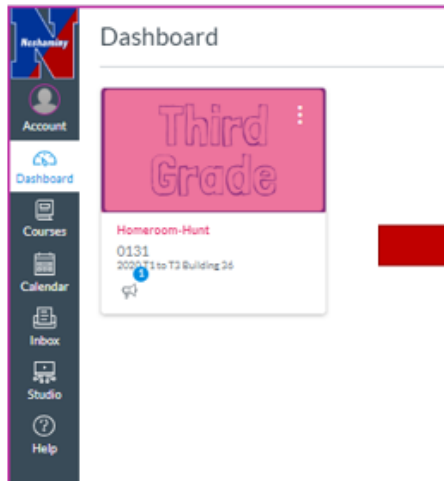
An Elementary Student View of a Week:

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Phase 3 Elementary Student View



LA1. Language Arts Week One (April 13, 2020)	
MONDAY	
	LA1.1 Warm Up & Lesson: Y as a Vowel
	LA1.2 Practice: Y as a Vowel Apr 13 5 pts
	LA 1.3 Exit Ticket Y as a Vowel Apr 13 2 pts
TUESDAY	
	LA1.4 Warm Up & Lesson: Long a
	LA1.5 Practice: Long a Apr 14 5 pts
	LA1.6 Exit Ticket Long a Apr 14 1 pts

Every elementary student receives a course that will include the following:

- English Language Arts (ELA)
- Math
- Social Studies
- Science
- Specials (Art, Library, Music, P.E., and Social Emotional Learning)

Students who receive additional services (Special Education, Academic Enrichment, and/or English Language Development) will receive an additional course.

Each content area (ELA, Math, Science, and Social Studies) will include daily lessons and activities that are designed to require approximately thirty minutes of a student's time each day (two hours in total). Content areas have also provided an extension activity that is optional. Monday through Thursday, structured lessons can include a warm-up, lesson, practice activities, and an exit ticket. Fridays are less formal and offer options for online activities. Think of Friday as a "Fun Friday" to reinforce skills as well as allow time for students to complete any work from the previous days.

In addition to the content areas, each student will have one special each day of the week. The schedule below outlines each special by grade. We encourage students to complete the special outlined for a given day based on their grade, but it is important to know that all lessons will be available throughout the week.

All content and special lessons will be released and available to students every Monday morning for the entire week. Within the content courses the lessons are organized by day (M-F). It is important that your child complete the lessons and activities in sequential order.

SPECIALS ROTATION

	Monday	Tuesday	Wednesday	Thursday	Friday
KINDERGARTEN	Art	Library	Music	PE	SEL
GRADE 1	SEL	Art	Library	Music	PE
GRADE 2	PE	SEL	Art	Library	Music
GRADE 3	Music	PE	SEL	Art	Library
GRADE 4	Library	Music	PE	SEL	Art

We are providing asynchronous instruction via Canvas. Students will work in their individual Canvas Courses under the supervision of their classroom teachers on a mostly asynchronous basis. This permits students (and families) the flexibility to work on school at any time during the day. There is no requirement for the entire class and teacher to be doing anything at the same time. However, some teachers will periodically offer synchronous Video Conferences, but this is not required. Similar to the secondary level, think asynchronous learning with a periodic splash of synchronicity. Teachers will also be working in an asynchronous schedule to assist in meeting both the needs of their students and their individual families at home. We organized our lessons this way to provide flexibility for every family as this is a very difficult time.

Attendance / Accountability

Student accountability during Phase 3 - Asynchronous Online Instruction will be the completion of a Check for Understanding / Participation Task in each of their classes/courses on Mondays through Thursdays. Checks for Understanding / Participation Tasks may include a number of Formative Assessment Activities including:

- Exit Tickets
- Discussion Board Post
- Online Quizzes / Survey
- Essay Submissions
- Reflections
- Practice Exercises
- Activity Logs
- Demonstration Videos

Good Faith Efforts for Access and Equity for All Students

The Primary Access and Equity need for Neshaminy's Continuity of Education Plan is the availability of computer devices and internet access.

Computer Devices:

- 5,600 Students in Grades 5 – 10 were issued Chromebooks as part of One-to-One Initiative.
- 2,100 + Students in Grades K-4, and 11-12 were issued Chromebooks since the start of the School Closure on March 16.
- Neshaminy continues to distribute and repair student devices, as needed.

Internet Access:

Neshaminy's Pupil Service Personnel are assisting families with internet access in establishing low-cost solutions from local providers. The Internet Essential Program through Comcast is a low to no-cost solution for those in need of internet access. Social Workers have been linking families to this service by providing school-based documentation needed for community utility support; they are also helping with connections to the free Xfinity Hotspots within our community.

Equitable Access/ Participation to the Learning Environment:

For those served in the Least Restrictive Environment, online learning provides a Universal Design for Learning embedded into the daily lesson inherently addressing needs as they relate to Specially Designed Instruction (SDI) for IEP and 504 Students in the general education curricular offerings while enriching the learning of all students. Embedded support includes, but is not limited to: immediate feedback, text read aloud, re-teaching opportunities, second chance learning, multi-modality learning, and flexible workspaces.

Gifted Education

Neshaminy's Gifted Education Program is an integrated component in the everyday student schedule Grades K – 12. As such, the Phase 3 Asynchronous Online Environment delivers the Gifted Education Program in the same manner in which the system delivers Math, English, Science and Social Studies.

Additionally, each day in each class/course, students are offered "Going Deeper" Opportunities to enrich and accelerate their individual learning interests.

All Students with GIEPs were issued Prior Written Notice in the form of a letter outlining that services online may not be commensurate with duration of programming outlined in the individual GIEPs, but programming will continue to afford enrichment and extension opportunities as best as possible via an online platform.

EL Supports

Registration Screenings of new students will continue as they occur during the school year.

Neshaminy's English Language Learner Program is an integrated component in the everyday student schedule Grades K – 12. As such, the Phase 3 Asynchronous Online Environment delivers the program in the same manner in which the system delivers Math, English, Science and Social Studies.

Our English Language Teachers are also providing courses through Canvas that support the specific plans outlined for each student. Additional communication is also provided both in the child's first language and in English. Accommodations are made by our EL Teachers and supports are provided for each course as needed.

Special Education Supports

The goal of our Special Education Program is in line with the four Priorities of Special Education as defined by the Council of Administrators of Special Education:

1. Focus on the safety, health, and welfare of the students and staff members of our community,
2. Provide FAPE to the best of our ability given the current situation of mandated school closures,
3. Document our good faith efforts in providing what is reasonable and appropriate, and
4. Maintain compliance to timelines as best we can in a virtual environment.

All Special Education Teachers and Related Service personnel directly employed and those employed via contracting agencies were addressed and provided professional development in the provision of FAPE during this time of mandated school closures. IEP Caseload Managers developed and provided Prior Written Notice to families outlining possible services during the closure. Special Education Teachers and Instructional Assistants developed schedules of skills-based, direct explicit instruction focused on individualized needs.

Processes were outlined to address the need of meeting timeline compliance related to IEP Development and Child Find Obligations. Related Services, such as Occupational Therapy, Physical Therapy, Speech Therapy, and Counseling Services, based on IEP Needs were redeveloped and redeployed via a tele-therapy model.

Assistive Technology and assistive furniture such as chairs and standers were delivered to students' homes when needed to ensure that the District minimize on skills regression. Although services may not be commensurate with the rich services provided prior to the school closure, Neshaminy will not let this temporary situation compromise FAPE; the community has been informed that IEPs will be reopened when schools resume to address future needs, as needed, to mitigate any negative consequence as a result of the school closure.

Building/Grade Level Contacts

Director of Administration
Director of Secondary Education
Director of Elementary Education
Director of Pupil Services

Neshaminy High School
Maple Point Middle School
Poquessing Middle School
Carl Sandburg Middle School

Walter Miller Elementary School
Albert Schweitzer Elementary School
Herbert Hoover Elementary School
Pearl S Buck Elementary School
Joseph Ferderbar Elementary School
Tawanka Elementary School

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Resource Links

Neshaminy School District COVID-19 Closure Information Website: www.neshaminy.org

Canvas Log In: <https://neshaminy.instructure.com/login/ldap>

Parent Home Access Center:

<https://hac.neshaminy.org/HomeAccess/Account/LogOn?ReturnUrl=%2fhomeaccess%2f>