



# CONTINUITY OF EDUCATION

## Phase IV - Planned Instruction

**Produced in Collaboration with**

The Office of Academic Supports

The Schools Office

The Office of Student Supports

The Office of Information Systems

The Office of Research and Evaluation

# Quick Links

[INTRODUCTION](#)

[EXECUTIVE SUMMARY - PLANNED INSTRUCTION \(Teachers\)](#)

[EXPECTED OUTCOMES OF PLANNED INSTRUCTION](#)

[GUIDING PRINCIPLES FOR REMOTE LEARNING](#)

[THE PROCESS](#)

[Materials & Resources](#)

[Instruction](#)

[INSTRUCTIONAL GUIDANCE](#)

[Grades K-12](#)

[Future Ready PA](#)

[Grade 12](#)

[Credit Recovery: Grades 10-12](#)

[Advanced Placement \(AP\)](#)

[International Baccalaureate](#)

[Dual Enrollment](#)

[Senior Year Only Program \(SYOP\)](#)

[Career and Technical Education](#)

[GRADING EXPECTATIONS AND MARKING GUIDELINES](#)

[Third Report Period](#)

[Planned Instruction](#)

[Attendance During Planned Instruction](#)

[Grading](#)

[Credits and Transcripts](#)

[INNOVATION & OPPORTUNITY NETWORKS](#)

[EXPECTATIONS FOR TEACHERS](#)

[EXPECTATIONS FOR SCHOOL LEADERS](#)

[EXPECTATIONS FOR STUDENTS](#)

# INTRODUCTION

Continuity of Education is the overall term for any educational practices that occur in the event of a prolonged school closure. It is important that students have the opportunity to maintain and develop skills while away from the customary school environment. This can be done through Enrichment and Review and Planned Instruction. A graphic detailing the District's Continuity of Education activities is provided below. The District is now preparing for phase 4 of the Continuity of Education Plan: Planned Instruction. Planned Instruction is formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards. Teachers assess the learning of their students and make adjustments to instruction based upon student progress. Planned Instruction provides students with continuous standards-aligned learning in content, instructional support, and learning tasks throughout school closure.

The "Working Remotely" document communicated that an extended closure will require a focus on instruction. This document was developed to provide guidance on the expectation and support to teachers and leaders during the Planned Instruction phase of the District's Continuity of Education Plan. The pages ahead outline guiding principles, expectations, and important changes to the marking guidelines that impact the weeks ahead.

## Continuity of Education: Overview of the Phases



# EXECUTIVE SUMMARY - PLANNED INSTRUCTION (Teachers)

*The executive summary is an overview of the accompanying pages. Please read the document for explanations and details.*

All the information carefully laid out in this plan reflects a collaborative cross-functional effort across multiple stakeholder groups. Keeping students' best interests in mind is at the core of every single decision we make. This plan provides a comprehensive guide for the months ahead and is designed to provide educators with the information and support they need to be successful.

- Planned Instruction will occur **May 4 - June 12**.
- The key to success will be flexibility. Allow students to demonstrate learning in various realistic modes, during remote learning.
- The OAS will upload lesson documents during the week of 4/27/20 here.
- Teachers are encouraged to use these lessons, but may assign lessons from the instructional resources, apps and sites listed here and approved adaptive learning software.
- Teachers will use these lessons to provide daily instruction. This instruction should take place for 3 hrs per day (**This replaces the 1.5 office hours**). The 3 hours are flexible, but should be planned in **collaboration** with principals and school teams for scheduling purposes. During these 3 hours, teachers should plan for some direct instruction via Google Meet and components of the Google Platform. The asynchronous model allows for some direct instruction and offline assignments during the 3 hours. One to two faculty/CPT/Grade Group meetings per week will continue with 48 hours notice.

## GRADING EXPECTATIONS AND MARKING GUIDELINES

- The District is shifting from four terms to three. The third term will remain open through the end of the school year. Term three grades are due on June 4th. The final grade will be an average of term one, two, and three.
- Students may receive grades for new assignments, missed assignments ,and make-up assignments on or after May 4th.
- Term three grades can only improve the student's overall average.
- Under no circumstances should a zero or missing (M) be entered for students that cannot complete coursework in Term three. Instead, teachers can leave the assignment grade blank or enter Exempt (X).
- Students must be given opportunities to make-up assignments missed during the third term. This guidance overrides any existing school or classroom policies.
- Students may receive grades for new assignments, missed assignments ,and make-up assignments on or after May 4th.
- Teachers must enter all assignments and grades into Infinite Campus SIS on a weekly basis.
- Planned Instruction Lesson plans will yield one to two grades per week in core content areas and at least one grade every two weeks in other courses ie. physical education, art etc
- All Planned Instruction assignments will be entered in the Tests category. Teachers can continue to update the grades for past assignments in other categories given prior to closure.

- We will continue to use the standard Alpha/Numeric grading scale except for Kindergarten.
- Final grade will be an average of three quarters. All courses receiving a passing grade will calculate into the GPA. However, if a student fails a course, the failure will not be reflected in their GPA.
- As a district, final exams are not required as an end of course requirement. Individual schools that require final exams must ensure that grading complies with all other guidance provided above.

## **ATTENDANCE & PARTICIPATION**

- All students are expected to participate in remote learning and do so to the greatest extent possible. Each student, by the method available, is expected to login to their student portal each school day, Monday through Friday. This will look different depending on the student's access to wifi, phones, electricity, time etc.
- Teachers will monitor and document student participation through COVID-19 Attendance Grading Tasks in their grade books.
- Attendance will not be recorded as usual, but used as a tool to track who is participating and to contact those who are not participating.
- Term three grades can only improve the student's first semester average.
- Under no circumstances should a zero or missing (M) be entered for students that cannot complete coursework in Term three. Instead, teachers can leave the assignment grade blank or enter Exempt (X).
- Students must be given opportunities to make-up assignments missed during Third Term. This guidance overrides any existing school or classroom policies.
- All students in Grades K-12 will be promoted based on the current Marking Guidelines.

## **EXPECTATIONS FOR TEACHERS**

- Ensure that students can easily follow directions and know how to engage with resources and others in the remote learning environment.
- Collaborate with ESOL and Special Education teachers to implement strategies, accommodations and modifications for students. Collaboration may occur during scheduled times for Common Planning or Planning and Preparation.
- Communicate the schedule with students to clearly inform them of the times for instructional interactions.
- Use the SDP email, and other SDP approved communication applications to communicate with students (described in the Materials & Resources Section).
- Maintain a record of all communication with students.
- Maintain a professional rapport with students.
- Describe how students may receive help from the teacher, or others, while completing the task, during the instructional time, and after the instructional time, when the student is completing an independent assignment.

## EXPECTED OUTCOMES OF PLANNED INSTRUCTION

- Students within the District are provided with technology and instructional resources, digital or printed, to remain continuously engaged in learning.
- Staff will receive training, if needed, via virtual training sessions.
- Students and families will receive tutorials via online resources or PSTV, to support learning, the use of Google Classroom and other Google tools.
- Students within the District will engage in planned instruction designed to introduce and apply new content and skills, inclusive of assessment of learning, graded assignments, and progress monitoring.

## GUIDING PRINCIPLES FOR REMOTE LEARNING

- Given that the learners and educators are not accustomed to remote learning, this plan is not intended to replace the daily mandated instruction students would be engaged in if school buildings were open.
  - The District is committed to principles of equitable access for all children, and to this end is working to build capacity through technology, training, and supplemental resources for our students with special learning needs in mind.
  - This plan is intended to reinforce prior learning and enrichment activities for students and introduce new learning to students. Students will receive feedback, encouragement, and guidance for review and enrichment activities.
  - Planned instruction will require progress monitoring and assessment of new learning.
- Digital learning structures (Google Classroom) will provide opportunities for children to practice their academic skills. During an inherently stressful time, these structures should not contribute to stress for students, families, educators, and leaders.
- This content should reinforce skills, provide enrichment opportunities and integrate new content as appropriate. Schools that currently implement a digital learning protocol may continue with reasonable expectations for work completion given the current context.
- Training will be provided for all staff, if needed, via virtual training sessions and students and families via online tutorials or PSTV to support the use of Google Classroom and other Google tools utilized.
- Digital resources will be provided for teachers to utilize while making accommodations to support all of the students they serve. School leadership teams and teachers may also create or utilize their own content for review and enrichment activities or planned instruction.

# THE PROCESS

## Materials & Resources

- Review and Enrichment will occur March 16, 2020-May 1, 2020.
- Planned Instruction will occur May 4, 2020 - June 12, 2020
  - Planned instruction, Phase IVA, will encompass grades K-12 Math, English, Science and Social Studies. Phase IVA will begin 5/4/20
  - Planned Instruction, Phase IVB will encompass instruction in grades K-12 Health/Physical Education and Arts, grades 10-12 CTE, and grades 9-12 World Language and Postsecondary Readiness. Phase IVB will begin 5/6/20.
  - Other courses may follow the previous direction given prior to school closure.
- The Office Academic Supports (OAS) will revise the 3rd and 4th Quarters At-a-Glance documents to focus instruction on specific skills, content, and concepts.
  - The OAS will upload lesson documents during the week of 4/27/20.
  - The OAS will upload parent-friendly At-A-Glance documents, detailing the expected learning through school closure.
  - The OAS will upload the PDF version of lessons beginning the week of May 4, 2020.
    - The PDF versions of the Google Classroom lessons are to accommodate students who are not participating in Google Classroom due to specific circumstances, confirmed by the Principal.
    - The SDP food sites will have limited paper copies of the ELA & Math PDF documents, to accommodate for students who are unable to access Google Classroom.
      - Students and teachers must communicate regarding expectations for specific coursework.
- Teachers may use the Quarters-At-A-Glance and Core Materials to create lessons using other applications on the Google Platform: Sheets, Docs, Sides, & Meet.

## Instruction

- The school administrator(s), counselor and teachers will contact the parent/guardian to communicate the plan and expectations to meet promotion and graduation requirements.

- Teachers will engage in 3 hours/day of instructional time (referred to as, “Office Hours”) with students.
  - Office hours are designed for direct instruction, check students’ understanding, provide support, face to face instruction, answering questions, and monitoring the completion of independent tasks.
    - Direct Instruction is defined as explicit instruction, teachers presenting information and conversing with students to monitor comprehension and understanding, confirming conceptions, clarifying misconceptions, and providing ongoing feedback to students.
  - The scheduled hours are based on the collaboration with the principal, and to the extent possible, in the best interest of providing consistency for students’ learning in all assigned content.
- Prior to the week of May 4, teachers will need to develop a weekly schedule to accommodate instruction in the content and grades of responsibility.
  - Instruction should be delivered in an asynchronous model.
  - Scheduling is an important consideration that isn’t determined in isolation for grades that are departmentalized.
  - The development of the schedule is in collaboration with the teacher team and the school leadership team.
    - The schedule ensures that students have the opportunity to engage with each teacher of assigned courses.
- Principals will post the school’s schedule on the school’s website prior to May 4, 2020.
  - The schedule must ensure that, collectively, teachers’ office hours will enable every student to engage in their rostered courses.
- Teachers may assign tasks to students for completion outside of the “office hours.”
- Align instruction and completion of tasks to the recommended number of screen-time hours [here](#).
- Teachers are encouraged to use the lessons from the OAS, uploaded in Google Classroom, but they may develop and implement their own lessons aligned to the revised At-A-Glance document.
  - The website for teachers to use for enrichment and review as well as planned instruction resources is [here](#).
- Teachers may assign lessons and activities from the approved adaptive learning software listed [here](#).



- Teachers may assign lessons using the instructional resources, apps and sites listed [here](#).

## INSTRUCTIONAL GUIDANCE

### Grades K-12

#### Instruction Time:

- Teachers will engage in three hours of instructional engagement with students.
  - Instructional engagement includes, direct instruction, small group instruction, progress monitoring and facilitating the completion of tasks.
- Students should experience instruction that includes modeling the use of skills, encouraging students to make connections among prerequisite skills and concepts to new learning, and facilitation of learning that will require students to actively learn rather than the teacher leading the conversation.
- Staff will pay attention to, connect, and encourage students who demonstrated a challenge in learning grade-level instruction, prior to school closure.
- Principals and Teachers will use the Grades Monitoring Tool (GMT) reports in SchoolNet to understand where students are as of March 13.
  - Links to the FAQ and Stepper for the GMT:
    - [https://docs.google.com/document/d/10SIFe6Fi1URFHZy-WPPUB6paIKjD\\_yEr59lflZyvck0/edit](https://docs.google.com/document/d/10SIFe6Fi1URFHZy-WPPUB6paIKjD_yEr59lflZyvck0/edit)
    - [https://docs.google.com/document/d/1y1BCHX1Q\\_douMYvoHeQWih77NSuHCwkTZdRxi8olMrc/edit](https://docs.google.com/document/d/1y1BCHX1Q_douMYvoHeQWih77NSuHCwkTZdRxi8olMrc/edit)
- Allow students to demonstrate learning in various realistic modes, during remote learning.
- Provide feedback and monitor progress of students learning.
  - Determine what is realistic and relevant to the lesson and assigned tasks.
  - Teachers may maintain anecdotal records in a Google document, or other forms used within the classroom.
  - The instructional time should include opportunities for students to share ideas, perform tasks, and collaborate with other classmates. These actions will enable the teacher to monitor students' understanding and level of mastery.
  - Align to the below Grading Expectations and Marking Guidelines.

## **Kindergarten Assessment and Supports**

- Students who were earning/receiving scores of “0” or and “S” should maintain their status (no grade change).
- For students who were earning/receiving Ns: teachers should use Google Meets within their Google classroom to conference, instruct, and/or assess students.
  - The teacher will have the capacity to see students as instruction and student work is occurring.
- Stages of Writing
  - Teachers should use Google Meets to conduct student conferencing; to provide remote, individual, instruction; or assess students.
- Reading Levels
  - Teachers should use Google Meets to conduct student conferencing; to provide remote, individual, instruction; or assess students.
  - A formal assessment of the reading level will not occur. The DRA texts are not digital; students need to actually hold the physical copy of the book.
- In Google Classroom, a form can be created with ICONS to check for understanding, gathering immediate feedback after a small group, or after an independent assignment. This can be used as a reflection tool as well to gather student engagement.

## **Special Education\* (including the above)**

- Due to the individualized nature of students' Individual Education Plans (IEP), special education/general education teachers/related service providers will need to access the resources that are most appropriate to meet the needs of their students. All resources have/must have embedded accommodations and modifications and are labeled "Need additional help" that can be utilized to meet the needs of students with disabilities. This will also require special education teachers to provide additional specially designed instruction to meet the individual needs of their students.
- Access to web-based researched based interventions are available as supplementary support for students in special programs.
- Special Education teachers have access to the Office of Specialized Services Google Classrooms that also provides additional strategies to support students with IEPs during remote learning.
- The Office of Specialized Services is providing Instructional Programming and Services office hours to support teachers and colleagues with questions regarding specially designing instruction for students with disabilities during remote learning.
- During planned instruction special education teachers and related services will make good faith efforts to provide support to students with IEPs in an appropriate manner that

reflects the unforeseeable emergency circumstances confronting school districts and families across the country.

- Special education teachers and related service providers must document supports being provided to students.

### **Future Ready PA**

- Naviance Activities aligned to the Future Ready PA Career Portfolio for grades 3-12 have been developed by the Office of Postsecondary Readiness.
- Activities are located [here](#) on the District's website, along with lessons and activities for core content areas.
- Teachers may select activities from the repository under the postsecondary readiness tab to incorporate into their Google Classrooms.
- Activities are organized by grade.
- Schools are encouraged to incorporate the activities into lessons.
- Teachers may assign Naviance tasks for students to complete during their class time or independently in between planned instructional time.
- To the extent possible, students should attempt to complete their career portfolio scope and sequence for the school year.

### **Grade 12**

- Students currently enrolled in courses they need to meet graduation requirements will continue to be eligible for graduation provided they receive a Passing Grade in each course.
- Students are not restricted from completing their high school graduation requirements or pursuit of a postsecondary pathway due to the pandemic of 2020.
- Academic requirements for graduation remain unchanged for the 2019-2020 school year, with exception to the Senior Project (including community service and internship requirements).
- The Senior Project at The School District of Philadelphia is waived as a graduation requirement for the 2019-2020 school year.
  - Staff are encouraged to amend senior project requirements, so students can still have the experience.
  - To the extent possible, schools should value the thoughts, energy, and time students invested in developing and implementing concepts for their projects.

- Students should have an opportunity to share, or present, their projects to the class and other school staff. Students that meet this expectation should receive a passing grade and have the course reflected on their transcripts.
- For students who are not able to complete the project, the course will not appear on the transcript.
- Schools will create opportunities for seniors who were failing prior to closure, to the extent feasible, to demonstrate learning in the subject matter of the course and receive credit for the course.
- Identify seniors who are currently meeting graduation requirements.
  - Students should experience instruction, including CTE, that will enable the application of learned content and skills through collaborative learning, project-based learning, and performance-based learning, that is applicable for remote learning and presentations.
  - Instruction should include a plan for Post-Secondary Readiness
    - Engage the Counselor and College and Career Readiness Coordinators in workshops, seminars, advising, and planning.
    - Formally document students' progress in GradeBook.
- Identify seniors who are not currently meeting graduation requirements.
  - Students should experience CTE instruction, that will enable the application of learned content and skills through collaborative learning, project-based learning, and performance-based learning, that is applicable for remote learning and presentations.
  - The school administrator(s), Counselor and teachers will contact the parent/guardian and communicate the plan and expectations to meet graduation requirements.
- All students with disabilities in Pennsylvania have the right to earn a regular high school diploma. Students can earn a diploma by completing the same courses and earning the same number of credits as regular education students. Or, a high school diploma can be awarded to a student with a disability who completes the special education program developed by the IEP Team, graduating by IEP goals.
  - IEP teams may meet virtually or by phone to consider the impact of the COVID-19 school closure and make determinations based on each student's circumstances.

### **Credit Recovery: Grades 10-12**

- Credit Recovery will operate May 4, 2020 - June 4, 2020.

- Teachers who facilitated School-based (Face to Face & Edgenuity) and Saturday (Face to Face) prior to school closure, will remain the Teacher of Record and will continue the facilitation through closure.
- Teachers who facilitate Credit Recovery programs that have not yet met requirements will remain the Teacher of Record and will continue the facilitation until program requirements are met.
- Teachers who facilitate credit recovery outside of the workday will resume instruction on May 4, 2020. Compensation will follow the collective bargaining agreement.
- The seat-time requirement for Face-to-Face credit recovery is 45 credit hours. We will reduce the requirements to 30 hours. Edgenuity requirements will remain the same.
  - If the 30 hours of Face to Face Credit Recovery is completed, upon the approvals by the CAO and CSO, the hours may increase by 10 to support opportunities for credit attainment.
- Marjorie Gaskin (mgaskin@) and Mary Dean (msdean@philasd.org) are the points of contact for the implementation of credit recovery.
- The OAS will verify school schedules and assigned teachers.
- The OAS will contact teachers and manage contact of students participating in Saturday Credit Recovery.

### **Advanced Placement (AP)**

- Students should have every opportunity to earn the college credit and placement benefits of AP coursework.
- AP teachers are encouraged to use [AP Classroom](#), a free online platform that provides students with practice and feedback on every topic and skill that's tested on an AP Exam.
- Students and teachers can now attend [optional, free, live AP review courses](#) delivered by AP teachers from across the country.
  - Classes are mobile-friendly and designed to be used alongside work that may be given by schools.
  - Classes are available on demand after the original presentation so teachers and students can access them any time.
  - They are not dependent on current AP teachers continuing instruction; we know many AP teachers now face challenges that would make that impossible.

- Classes enable AP students to complete the few remaining topics of each AP class and then, throughout April, focus on reviewing the skills and concepts from the first 75% of the course.
- AP exams can be taken at home from May 11 through May 22, 2020.
  - The AP exam schedule can be found [here](#)
  - Make-up test dates will be available for each subject from June 1 through June 5.
  - Students will be able to take the 45 minute exam on any device (computer, tablet, or smartphone).
  - They will be able to either type and upload their responses or write responses by hand and submit a photo via their cell phone.
  - The exam will only include topics and skills most AP teachers and students have already covered in class by early March.
- In late April, the College Board will provide AP students and teachers with information on how to access the testing system on test day and access to video demonstrations so that students can familiarize themselves with the system.

### **International Baccalaureate**

- The IB examinations are cancelled for the 2019-2020 school year.
- Students are awarded either a diploma or a course certificate that reflects their standard of work.
  - The achievement is based on the students' coursework and the established assessment expertise, rigor and quality control already built into the programs.
  - Please visit [ibo.org](http://ibo.org) for additional information regarding the calculation of diplomas and certificates.

### **Dual Enrollment**

- The OAS will maintain support and monitoring of students' performance in dual enrollment courses.
- School counselors and administrators should assist students in working cooperatively with colleges and universities and, to the greatest extent possible, make it possible for students to complete their concurrent enrollment coursework.
- Any student participating in concurrent enrollment who receives college credit should be considered as completing the course and receiving a grade/credit at the high school in accordance with District policies.

- Leslie Maddrey (lmaddrey@philasd.org) and Mary Dean (msdean@philasd.org) are the points of contact and will communicate students' performances to school leaders and counselors.

### **Senior Year Only Program (SYOP)**

- The OAS will maintain support and monitoring of students' performance in SYOP. The College and Career Coordinators will maintain consistent contact with students via Google Classroom check-in and emails. Leslie Maddrey (lmaddrey@philasd.org) and Mary Dean (msdean@philasd.org) are the points of contact and will communicate students' performances to school leaders and counselors.

### **Career and Technical Education**

- Guidance is provided by the Pennsylvania Department of Education
  - “A CTE Concentrator may graduate if they have demonstrated a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study as demonstrated by performance on benchmark assessments, course grades and other factors consistent with the CTE Concentrator's goals and career plan. The Department recommends that LEAs provide all reasonable latitude for CTE students to graduate on time.”
  - Students will participate in CTE instruction May 4 - June 12, 2020.
- The OAS will collaborate with staff to Develop opportunities, to the extent possible, for students to earn industry certifications.
- Identify Seniors who are currently not meeting graduation requirements.
  - Teachers will provide intervention for students enrolled in current courses and provide opportunities for grade improvement.
    - Document the intervention, or grade improvement strategy.
    - Document student's log-in dates and times.
    - Formally document students' progress in GradeBook.
    - The school administrator(s), Counselor and teachers will contact the parent/guardian and communicate the plan and expectations to meet graduation requirements.

## **GRADING EXPECTATIONS AND MARKING GUIDELINES**

The following modifications have been made to the current Marking Guidelines. Regular Marking Guidelines apply in areas not specified below.

### **Third Report Period**

- The District is shifting from four terms to three. The third term will remain open through the end of the school year. Term three grades are due on June 4th. The final grade will be an average of term one, two, and three.
- There was no grading during the Review & Enrichment phase of the Continuity of Education Plan, March 16 - May 1, 2020.

### **Planned Instruction**

- The dates of the Planned Instruction phase of the Continuity of Education Plan is May 4 - June 12, 2020.
- During closure, teachers will provide instruction via Google Classroom, using the revised Quarter-at-a-Glance.
- If schools reopen prior to June 12, 2020, teachers will use the revised Quarters-at-a-Glance within the normal setting of the school. We will maintain the three terms for grading, even if we reopen prior to June 12, 2020.

### **Attendance During Planned Instruction**

- All students are expected to participate in remote learning and do so to the greatest extent possible.
- Participation will look differently for each student and will depend on the student's access to technology, a phone, WiFi, electricity, time availability, and how individual teachers structure courses and communicate expectations.
- Attendance is not recorded and monitored, as it would under normal conditions. Instead, teachers will track who is participating and who is not participating and communicate to those students who are not participating to offer support.
  - Staff should document student communications using the Rti and PLP Contact Logs in SIS.
  - The PA Department of Education's guidance explains that the District has to make every attempt to engage students in instruction so that students have



opportunities to earn passing grades during school closure. The documentation will ensure documentation for participation, or lack thereof.

- All teachers, aides, special education instructors, nurses, and everyone else who contacts or tries to contact a child or parent to meticulously document the specifics of who, what, when, how, content, daily roll call (and present or absent) for in-class and LRE, and for smaller group or individualized contacts, responses or lack thereof, enrichment or instruction provided, follow up, etc., etc., etc.
- Every effort must be made by teachers, with the support of other adults in a school, to account for and maintain contact with all students in their group and or class.
- If applicable, the teacher may document participation based on the consideration of the individual student circumstance, as approved by the principal.
- Teachers will use their discretion to determine how many days to attribute to a single completed assignment.
  - For example, the essay took three days to write, thus the student receives three participation days.
  - The participation information will not be used in the traditional ways attendance information is used and will not determine truancy referrals.
- Just as with truancy referrals, however, there is an expectation that school staff will reach out to those students not actively engaging in the remote instruction to help support those students and promote their participation.

## Documenting Attendance

- Starting on Monday 5/4/20, teachers will confirm the participation status of each student as they are in contact with students.
- Student participation information will be recorded through specially created **participation assignments** in the Grade Book. Note that these assignments will not count towards student grades or be considered within their attendance records.
- This **participation assignment** will populate for teachers to record participation on days on which the class was scheduled.
- Teachers can update a **participation assignment** for previous class days.
- In master schedule schools, students will also have the opportunity to submit participation information via the Student Portal.
  - *Note that teachers should still confirm student participation statuses even in cases where students submit their statuses through the Portal.*
  - Steppers instructing teachers on how to update student participation information are linked below:
    - [Stepper: Updating Student Participation in Simple Schedule Schools](#)

- [Stepper: Updating Student Participation in Master Schedule Schools](#)

- In cases where teachers are not able to make contact with students, they should communicate with the school counselor regarding external support the students may be receiving (e.g. DHS services).

## Grading

- The Office Academic Supports (OAS) will revise the 3rd and 4th Quarters at a Glance documents to focus instruction on specific skills, content, and concepts. Planned instruction will cover Math, English, Science and Social Studies, in addition to activities being developed for CTE, Arts, World Language, and Postsecondary Readiness.
  - Planned instruction begins on Monday, May 4th. Students may receive grades for new assignments, missed assignments, and make-up assignments on or after May 4th.
  - Teachers must enter all assignments and grades into Infinite Campus SIS on a weekly basis.
  - Planned Instruction Lesson plans will yield one to two grades per week in core content areas and at least one grade every two weeks in other courses.
  - All Planned Instruction assignments will be entered in the Tests category. Teachers can continue to update the grades for past assignments in other categories given prior to closure.
  - We will continue to use the standard Alpha/Numeric grading scale.
- Due to school closure, retention in grades 1-8 is permitted, only if the parent or guardian, the teacher, the principal, and the assistant superintendent agree that retention is in the best interest of the child. Such cases must be referred to the assistant superintendent by May 16, of the current school year accompanied with supporting documentation (which should include a letter signed by the parent or guardian and principal). If May 16 falls on a weekend day, the deadline is the Friday prior to May 16. Assistant superintendents must approve all requests for retention.
- In grades 1 and 2, students must pass reading and math. In grades 3 through 7, students must pass reading, math, and science. In grade 8, students must pass reading, math, science, and social studies. The School District requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines. Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.
- Term three grades can only improve the student's average.
  - Under no circumstances should a zero or missing (M) be entered for students that cannot complete coursework in Term three. Instead, teachers can leave the assignment grade blank or enter Exempt (X).
  - Students must be given opportunities to make-up assignments missed during Third Term. This guidance overrides any existing school or classroom policies.

- Accommodations for assignment submission will be made in the cases that students do not have access to technology due to extenuating circumstances. Additional guidance will be provided as part of the digital learning plan given to teachers.
- Final grade will be an average of three quarters. All courses receiving a passing grade will calculate into the GPA. However, if a student fails a course, the failure will not be reflected in their GPA.
- As a district, final exams are not required as an end of course requirement. Individual schools that require final exams must ensure that grading complies with all other guidance provided above.
- NCAA: The Eligibility Center will not require a separate review of distance or e-learning programs utilized by schools with NCAA-approved core courses that have moved to distance or e-learning environments for Spring/Summer 2020 terms due to school closures. Students are encouraged to complete their NCAA-approved core courses through the channels of instruction provided by the District

### **Credits and Transcripts**

- All students in Grades K-12 will be promoted based on the current Marking Guidelines.
- Summer Credit Recovery is scheduled to start on June 29th.
  - Currently, Credit Recovery is planned for 1,500 students in grades 9, 11, and 12. Adjustments may be made as guidance becomes available from the State regarding stay-at-home orders.
- Students will continue to complete semester and one-term classes. If a student cannot reasonably complete the course, they will be withdrawn so that “Fail” does not penalize the student.
- Students who attended the district during the 19/20 School Year will have an option to request a letter to accompany their transcript noting any courses that were abbreviated or grading policies that were amended.

### **INNOVATION & OPPORTUNITY NETWORKS**

- Schools and/or programs that do not follow the district’s standard calendar or instructional model will begin their next term/module as soon as technology distribution is complete on April 20th. Instruction will be entirely through their previously approved online platform or model (Edgenuity, Canvas, Summit, Edmentum, etc.). If a student cannot reasonably complete the course, they will be withdrawn so that “Fail” does not penalize the student.
- Accelerated programs can request an exception to the 23.5 credit requirement to the Chief of Schools Office for students on a case-by-case basis. The office of School Organizations will work with individual programs on the process.

## EXPECTATIONS FOR TEACHERS

- Ensure that students can easily follow directions and know how to engage with resources and others in the remote learning environment.
- Collaborate with ESOL and Special Education teachers to implement strategies, accommodations and modifications for students.
  - Collaboration may occur during scheduled times for Common Planning or Planning and Preparation
- Teachers may continue to instruct students using the support of instructional partners, such as City Year and CLI.
  - School Teams who already have contracts with City Year may engage in the following supports:
    - Small group instruction
    - Monitor and support chat during "live" instruction
    - Monitor and support student questions on a board
    - SEL support and Instruction
      - Lead a mindfulness or meditation exercise for students
      - Help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed)
  - Childrens' Literacy Initiative and the Early Literacy Specialists may provide the following supports for K-2 learning:
    - Assist the teacher with creating a differentiated lesson plan or additional instructional supports for a student/students who are struggling
    - Provide follow up instructional support to students/families, using the approved technology resources provided by the District, during the designated times established by the principal.
    - Provide professional development and coaching to teachers and support analysis of student data during common planning time.
    - Instruct students for during the designated times established by the teacher and principal.
    - Monitor and support student/family questions from the SDP Hotline or email

- Communicate the schedule with students to clearly inform them of the times for instructional interactions.
- Maintain a record of all communication with students and in any communication mode.
  - Teachers may use a Google document to maintain records of communication.
  - The PA Department of Education's guidance explains that the District has to make every attempt to engage students in instruction so that students have opportunities to earn passing grades during school closure. The documentation will ensure documentation for participation, or lack thereof.
  - All teachers, aides, special education instructors, nurses, and everyone else who contacts or tries to contact a child or parent to meticulously document the specifics of who, what, when, how, content, daily roll call (and present or absent) for in-class and LRE, and for smaller group or individualized contacts, responses or lack thereof, enrichment or instruction provided, follow up, etc.
- Maintain a professional rapport with students.
- Describe how students may receive help from the teacher, or others, while completing the task, during the instructional time, and after the instructional time, when the student is completing an independent assignment.
  - The student may receive assistance via email or by entering a Google classroom of another teacher or staff member, who is designated to provide support.
  - The student may enter the OAS Google Classrooms. The OAS will communicate the schedule during the week of April 27, 2020.

## **EXPECTATIONS FOR SCHOOL LEADERS**

- Use the school's website, social media, and other modes of communication to communicate teachers' schedules to students and families.
- In collaboration with teachers, develop a weekly schedule that will enable instructional times for the courses offered at the school. Ex. A/B or staggered times of availability.
- Guide grade teams in identifying students in danger of failing as determined by 1st and 2nd report grades and documented Gradebook performance for 3rd report.
- Provide time and collect data on parent/family contact for identified students and the planned instruction and intervention to improve end-of-year grades.
- Identify the teachers of Credit Recovery
  - The teachers previously assigned to Credit Recovery will remain the teacher of record throughout the closure.

- If Credit Recovery was scheduled outside of the school's instructional day, teachers will receive EC pay.
- In collaboration with assigned credit recovery teachers, develop and communicate the schedule to enrolled students. Ensure that there is a scheduled time for Credit Recovery.

## **EXPECTATIONS FOR STUDENTS**

- Complete the assigned tasks as determined by the teacher.
- Request support from the teachers, as necessary.
- All students are expected to participate in remote learning and do so to the greatest extent possible.
- Participation will look differently for each student and will depend on the student's access to technology, a phone, WiFi, electricity, time availability, and more.
- Each student, by the method available, is expected to login to their student portal each school day, Monday through Friday. If navigating to online adaptive programs or Google Classroom, students should login through their Student Portal.
  - Students enrolled in grades 9-12, a true middle school (i.e., a 5-8 or 6-8 school), Engineering & Sciences HS, Penn Treaty HS, Hill Freedman Academy, GAMP and Masterman should log into the Student Portal each school day and navigate to "Assignments Due Today" to mark as one indication of their participation in each attendance bearing course scheduled for that day.
  - Another indication of participation is the completion and submission of assignments to teachers.
  - Under specific circumstances, approved by the principal, the teacher may document participation based on the consideration of the individual student circumstance.
- During lessons, students listen to the expectation for learning and task completion.
  - Students should communicate to the adult, what they learned, and how they know they learned it.
- Students should make connections between prior and new learning.
- Students participating in remote learning must adhere to the Student Code of Conduct.
  - Bullying, cyberbullying and/or harassment of any type will not be tolerated.

- Students are responsible for the technology supplied by the District including the care, maintenance, appropriate usage, and return of the device when appropriate and requested.
- Students can contact their school counselor if they have concerns about their transcripts, grades, post secondary applications, how they're feeling or their emotions. Remote office hours for the school counselor will be posted on the school's website.
- Students can contact the nurse during their school nurse's remote office hours to discuss any health-related issue usually discussed with their school nurse.
- Students should log into their Google Classroom daily, a minimum of three times per week, according to the times communicated by the teacher.
- Complete the assigned tasks as determined by the teacher.