

Continuity of Education Plan

School District	Bethlehem Area School District (BASD)
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Goal of Plan
<p>The goal of the <i>BASD Continuity of Education Plan</i> is to provide educational programming for a long term school closing beyond March 27, 2020. The plan officially started on March 30, 2020 when all teachers (except K-8 Related Arts teachers) began providing formal, online and/or hardcopy instruction to all 13,723 students in 22 schools. The <i>BASD Continuity of Education Plan</i> stresses the instructional rule: <i>“In terms of detailed content--less is more; in terms of positively engaging and communicating with students--more is better.”</i></p>

Overview of Plan
<p>During online instruction, BASD elementary schools will follow a monthly core curriculum that will be issued for April, 2020 and May, 2020. The core curriculum will be grade-level specific. Instruction will be delivered using weekly assignments (available online, as well as in hard copy at BASD meal distribution sites for students without home internet access) that incorporate Wonders language arts lessons and related science and social studies concepts. Online instruction also includes math topics that can be instructed with First in Math, as well as EnVision Math for Grades 3-5. Other curricular resources may supplement and extend core instruction. Related Arts teachers will provide academic continuity to students by offering bi-weekly learning opportunities (not formal instruction, not graded) that review and/or enrich class topics taught prior to the school closure. Bethlehem Area School District will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specially- designed instruction, and related services.</p> <p>The BASD middle schools’ online instruction will be asynchronous —meaning that the teacher and student interaction is not dependent on traditionally-scheduled time. Teachers at each grade level will provide common weekly assignments that will drive the core instruction for the week. Teachers will provide online instruction in support of the weekly assignments (in Schoology) and communicate (using established communication tools) directly with students and parents each week. Core subjects will use BASD online curriculum resources such as EnVision, StudySync, and Discovery Techbook</p>

accessed through the Clever portal. During online instruction, the window of time for completing core assignments (available online, as well as in hard copy at BASD meal distribution sites for students without home internet access) will be one week, starting on Monday at 9:00 AM and continuing through the following Monday at 12:00 Noon when assignments are due. Encore teachers will support academic continuity in their subjects with activities (not graded) that will review and enrich class topics taught prior to the closure. The Bethlehem Area School District will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specially designed instruction, and related services.

The BASD high schools' online instruction will be asynchronous —meaning that the teacher and student interaction is not dependent on traditionally-scheduled time. Teachers will provide weekly assignments that will drive the instruction for the week. Teachers will conduct online instruction in support of the weekly assignments (in Schoology) and communicate (using established communication tools) directly with students and parents each week. During online instruction, the window of time for completing online assignments will be one week, starting on Monday at 9:00 AM and continuing through the following Monday at 12:00 Noon when assignments are due. The Bethlehem Area School District will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specially designed instruction, and related services.

Expectations for Teaching and Learning

FOR GRADES K-5

Curriculum









During online instruction, BASD elementary schools will follow a district-provided Core Curriculum that will be issued for April, 2020 and May, 2020. (see: *Elementary Core Curriculum for April 2020*). The core curriculum will be grade-level specific so that grade level teams can plan and deliver common instruction. The K-5 core curriculum emphasizes the use of Wonders and its related Science and Social Studies concepts. The K-5 core curriculum also includes math topics that can be instructed with First in Math, as well as EnVision Math for Grades 3-5. Social-Emotional content is organized around the BASD Leader in Me scope and sequence. Other curricular resources may supplement and extend core instruction, but may not replace Wonders, First In Math/EnVision, and Leader In Me. Modification and accommodations to the Tier Five curriculum will be made on a case by case basis based upon existing IEPs and GIEPs (Look for: *Online Modifications and Accommodations for Special Learners FAQs*). Related Arts teachers will provide for their students' *academic continuity* by offering "learning opportunities" (not formal instruction, not graded) and "communication opportunities" to students and families each week that reviews and/or enriches class topics taught prior to the closure.

Instruction

During online instruction, BASD elementary schools will perform asynchronous instruction—meaning that the instructor and student interaction is not dependent on real time. Asynchronous instruction allows the student to engage in learning activities anywhere, anytime during a defined window of time. That window of time will be one week --starting on Monday at 9:00 AM and continuing through the following Monday at 12:00 Noon when assignments will be due. Grade level teams will provide instruction in both virtual and paper formats (for students without home internet access).

Paper copies will be distributed through the BASD meal distribution locations (students should hold on to their completed paper copies until further notice, and not try to return them to the meal location centers or home school).

Each day, students should not spend more than 60 minutes total on reading and math work products. More time can be spent on learning, but the production of work to be turned in should be limited to 30 minutes for reading and 30 minutes for math per day. Additional information on online instruction will be included in the document, *Online Instruction FAQs*.

Resource	Description	Descripción
	McGraw-Hill Reading Wonders is BASD's reading program. Reading, writing, speaking, and listening skills are taught collectively to help students become skilled and confident readers and writers. Students learn foundational reading skills, access complex text, and write to sources. In the online platform, teachers can assign texts to read and activities and games for skills practice.	McGraw-Hill Reading Wonders es el programa de lectura de BASD. Las destrezas de lectura, escritura, conversación y comprensión auditiva se enseñan colectivamente para ayudar a que los estudiantes se conviertan en lectores y escritores hábiles y seguros. Los estudiantes aprenden destrezas básicas de lectura, a acceder textos complejos y a escribir a las fuentes. En la plataforma en línea, los maestros pueden asignar textos para leer y actividades y juegos para practicar las destrezas.
	First developed in 2002, First in Math is an online math program that reinforces skills and topics from addition through complex algebra. Content is delivered in various game-based formats.	Primeramento , desarrollado en 2002, First in Math es un programa de matemáticas en línea que refuerza las destrezas y los temas desde la adición hasta el álgebra compleja. El contenido se entrega en varios formatos basados en juegos.
	enVisionMATH is a core curriculum for students in grades 3 - 11. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling.	enVisionMATH es un currículo para estudiantes en los grados 3-11. El programa busca ayudar a los estudiantes a desarrollar una comprensión de los conceptos matemáticos a través de la instrucción basada en problemas, la interacción en grupos pequeños y el aprendizaje visual con un enfoque en el razonamiento y el modelado.
	Code.org ® is a nonprofit organization dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented youth. The Code.org vision is that every student in every school has the opportunity to learn computer science.	Code.org ® es una organización sin fines de lucro dedicada a ampliar el acceso a la informática (estudios de computadora) en las escuelas y aumentar la participación de mujeres y jóvenes subrepresentados. La visión de Code.org es que todos los estudiantes en cada escuela tengan la oportunidad de aprender ciencias de la computación.
	World Book Online resources are available anytime, anywhere—at school and at home. World Book has been the trusted encyclopedia of school and public libraries for decades. World Book Online contains thousands of informational articles with stunning illustrations, videos, interactive maps, research help, and activities.	Los recursos de World Book Online están disponibles en cualquier momento y en cualquier lugar—en la escuela y en casa. World Book ha sido la enciclopedia de confianza de la escuela y las bibliotecas públicas durante décadas. World Book Online contiene miles de artículos informativos con impresionantes ilustraciones, videos, mapas interactivos, ayuda de investigación y actividades.
	With G Suite for Education , educators can create opportunities for learning, streamline administrative tasks, and challenge their students to think critically—all without disrupting current workflows.	Con G Suite for Education , los educadores pueden crear oportunidades de aprendizaje, optimizar las tareas administrativas y desafiar a sus estudiantes a pensar críticamente, todo ello sin interrumpir los flujos de trabajo actuales.
	This app will take you to our Digital Literacy Library pages.	Esta aplicación te llevará a nuestras páginas de la Biblioteca de Alfabetización Digital.
	The Elementary Technology Integration website has links to many additional digital resources.	El sitio web de Elementary Technology Integration (Integración de Tecnología Elemental) tiene enlaces a muchos recursos digitales adicionales.

Assessment

The end of the Third Marking Period has been re-adjusted to April 3, 2020. The Fourth Marking Period will begin on April 6, 2020. Teachers will grade/evaluate their own students, with Marking Period Four grades being a “3—meeting standard” or another grade as determined on an individual basis by the teacher and principal.

FOR MIDDLE SCHOOL

Online learning involves a long-term school closing beyond March 27, 2020. It will officially start on March 30, 2020 when all teachers will begin providing formal instruction to all students as per these district guidelines:

BASD middle schools will perform asynchronous instruction—meaning that the instructor and student interaction is not dependent on real time. Asynchronous instruction allows the student to engage in learning activities anywhere, anytime during a defined window of calendar time. That window of time will be one week--starting on Monday at 9:00 AM and continuing through the following Monday at 12:00 Noon when assignments are due.

Each BASD middle school will provide *Common Online Assignments* that will be issued weekly on Mondays by 9:00 AM. Each principal will work with their school’s content leaders to develop and supervise his own building’s *Common Online Assignments*. The *Common Online Assignments* (either one assignment for the week, or 2-3 smaller assignments for the week--as determined by the Principal) for core subjects in each grade-level will be posted on Schoology, as well in a hardcopy folder for distribution at each school’s meal distribution center.

No *Common Online Assignment(s)* will take longer than 60 minutes to complete.

The online assignment will drive the core/expected instruction of the teachers for that week, with teachers supplementing and enriching the core instruction of the weekly assignments (on Schoology) and communicating synchronously (using established communication tools) directly with students and parents throughout the week. BASD core curriculum resources include EnVision, StudySync, Discovery Techbook, etc. Only the *Common Online Assignments* will be required and graded. Encore teachers will provide *academic continuity* in their subjects with weekly “learning and communication opportunities” (not graded) to their students and families each week that reviews and/or enriches class topics taught prior to the closure.

Support teachers will manage their caseloads, checking in with their students/teachers during the week with a focus on the *Common Online Assignments* that week. Modification and accommodations to the *Common Online Assignments* will be made on a case by case basis based upon existing IEPs and GIEPs (as will be described in: *Modifications and Accommodations of Common Online Assignments for Special Learners FAQs*).

The end of the Third Marking Period has been re-adjusted to April 3, 2020. The Fourth Marking Period will begin on April 6, 2020. All grades will be Pass/Fail. Each principal will actively supervise their

teachers' development/use of the *Common Online Assignments*, instructional tools, modifications and accommodations, and communications with students and parents.

FOR HIGH SCHOOL

Online instruction involves a long-term school closing beyond March 27, 2020. Online instruction officially started on March 30, 2020 when all teachers provided formal instruction to all students as per these district guidelines:

BASD schools will perform asynchronous instruction—meaning that the instructor and student interaction is not dependent on real time. Asynchronous instruction allows the student to engage in learning activities anywhere, anytime during a defined window of calendar time. That BASD window of time will be one week--starting on Monday at 9:00 AM and continuing through the following Monday at 12:00 Noon when assignments will be due.

Each week during online instruction, each BASD high school teacher will assign a *One-Week Assignment(s)* to their students that will be posted/issued on Schoology weekly on Mondays by 9:00 AM and completed by the student by the following Monday at Noon. *One-Week Assignment(s)* may be a single task, or a number of smaller tasks.

The teacher's *Online One-Week Assignment(s)* will drive his/her instruction that week, with supplemental and enriching instruction of the assignment (on Schoology) and communicating (using established communication tools) synchronously with students and parents throughout the week. Teachers are encouraged, but not required, to plan in course teams under the supervision of their administrator. Teachers should use use BASD curriculum resources such as EnVision Math, Discovery TechBook, etc. whenever possible. The *One-Week Assignment* will not take longer than 90 minutes to complete, start to finish.

Support teachers will manage their caseloads, checking in with their students/teachers during the week with a focus on the *One-Week Assignments* that week. Modification and accommodations to the *One-Week Assignments* will be made on a case by case basis based upon existing IEPs and GIEPs (as will be described in: *Modifications and Accommodations of Online One-Week Assignments for Special Learners FAQs*).

The end of the Third Marking Period has been re-adjusted to April 3, 2020. The Fourth Marking Period will begin on April 6, 2020. All Marking Period Four grades and Second Semester grades will be Pass/Fail.

Each principal will actively supervise and support their teachers' *Online One-Week Assignments* during the window, instructional tools, modifications and accommodations, and communications with students and parents.

Communication: Elementary

What tools will BASD teachers and students use to communicate?

- [Student Check In Form \(S to T\)](#)
- Class Tag, Class Dojo, etc.
- Google Classroom
- Email (two-way)
- Live: Before using Zoom, please closely examine this [Zoom Security](#) settings doc and this slide deck: [Setting Up Your Zoom Account](#)
- Prerecorded: Screencastify
- Prerecorded: FlipGrid
- [Pear Deck](#) (Student Paced Mode)

How often should BASD teachers be communicating with students and families?

- Teachers should communicate and check in with students and families at least once per week.

What if I need an interpreter/translator in order to communicate with a family?

- Contact ELS by email. Email Carole Schachter, Mariangeli Vasquez, and Lisa Soto to be sure someone gets your message.
- If you would like to schedule a conference call, put in the request online as usual. The spreadsheet created by the Google Form will help us to assign and track all requests.

How can BASD teachers create real-time (synchronous) communication with students?

- Google Classroom
- Class Dojo, ClassTag, Remind, etc.
- Zoom
 - [Link to create a free Zoom account](#)
 - [Setting Up Your Zoom Account](#)
 - [Managing Meeting Settings](#)
 - [Managing Participants in a Meeting](#)
 - [Directions for Students to Join a Zoom Meeting via Chromebook](#)
 - Before using Zoom, please closely examine this [Zoom Security](#) settings doc and this slide deck: [Setting Up Your Zoom Account](#).
- Do not use Zoom for live synchronous formal instruction. Zoom should be limited to communication and checking in with students.

Communication: Secondary

What tools can teachers and students use to communicate?

- [Student Check In Form \(S to T\)](#)
- [Schooly Updates \(T to S\)](#) + [Updates with Audio/video](#)
- [Schooly Audio/Video Tool available in Schoology for T and S](#)
- [Schooly Messages \(only configured for T and S, not S and S\)](#)
- Email (two-way)
 - Email directly from Teacher Access Center
 - Using Google mail
- Zoom (not for live synchronous formal instruction)
- [Screencastify \(two-way\)](#)
- [Flipgrid \(two-way\)](#)
- [Schooly Discussion Boards](#)
- GoGuardian Teacher access has been disabled until further notice for privacy reasons.

When and how often should teachers be communicating with students and families?

- At a minimum, teachers should communicate and check in with students and families at the beginning of each week.
- It is recommended that teachers communicate with students throughout the week.

What if I need an interpreter/translator in order to communicate with a family?

- Contact ELS by email. Email Carole Schachter, Mariangeli Vasquez, and Lisa Soto to be sure someone gets your message.
- If you would like to schedule a conference call, put in the request online as usual. The spreadsheet created by the Google Form will help us to assign and track all requests.

How can teachers create real-time (synchronous) communication with students?

(See: [Privacy Guidelines for Video/Audio](#))

- [Schooly Conferences App](#) (integrated in all Schoology courses and groups)
- Zoom
 - [Link to create a free Zoom account](#)
 - [Setting Up Your Zoom Account](#)
 - [Managing Meeting Settings](#)
 - [Managing Participants in a Meeting](#)
 - [Directions for Students to Join a Zoom Meeting via Chromebook](#)
 - Before using Zoom, please closely examine this [Zoom Security](#) settings doc and this slide deck: [Setting Up Your Zoom Account](#).

Support

- [Intro to Online Learning Orientation Course for Students \(coming soon\)](#)
- [Teaching Through a Pandemic](#)
- [Teaching From Home Resources](#) for Teachers
- [Chromebook Troubleshooting](#)

Access (Devices, Platforms, Handouts)

All middle school and high school students have access to BASD digital curriculum and instructional resources and well as a learning management system (Schoology), through a 1:1 deployment of Chromebooks (since September 2020).

All elementary students have access to BASD digital curriculum and instructional resources through the web-based portal, Clever, as well as through hardcopies distributed through BASD Meal Distribution Sites.

The BASD is in the process of distributing laptop computers to elementary students/families in need of them.

Instructional Expectations

Elementary Instructional Expectations

What [instructional tools](#) and platforms will teachers and students use? Please visit the [Teacher Resource Page](#) on the BASD Elementary Tech Integration Website for technical support for these tools.

- *Wonders* (via ConnectEd)
- First in Math
- enVision Math ([Here is a tutorial video on assigning materials in Envision](#))
- Additional (Optional) Resources:
 - MobyMax Math
 - [Splash Math \(Clever App\)](#)
 - Code.org

Obviously, teaching remotely is not the same as having our students all day. What part of the curriculum should be my focus?

- The district has created an Online Core Curriculum that outlines topics for each week. In addition, the district has created the paper packet for the first week of instruction. The packet is a complete week of lessons that will be the guide for online and paper/pencil instruction. For literacy, the focus is on the *Reading/Writing Workshop* lessons, including reading and writing about text, and practicing the phonics skill through word reading and connected text. For math, the focus is on topics that were to be completed during the third marking period.
- PLEASE NOTE: The paper/pencil packets are backups for students who do not have internet access. Teachers should be assigning *Wonders* content and activities through ConnectEd (stick to the content that is outlined in the paper/pencil packets, i.e., *Reading/Writing Workshop*) and enVision Math through Pearson. Teachers may also use Google Classroom for assignments.

Who is responsible for creating the district-provided daily lessons and packets?

- The district has created the packet for the week of March 30 - April 3. For each subsequent week, one PLC will be responsible for creating the content for the packets using the district packet as a model.
- For *Wonders*, the teachers should send the name of the text(s) and the daily assignments, including any lined paper, graphic organizers, etc., that would be needed. For math, teachers should include the topics and the daily work.

How should I teach my lessons? Should I get all students on a Zoom meeting?

- All instruction should be *asynchronous*, meaning instructor and student interaction is not dependent on real time. Synchronous Zoom meetings should be reserved for class check-ins and community-building. Before using Zoom, please closely examine this [Zoom Security](#) settings doc and this slide deck: [Setting Up Your Zoom Account](#). If PLC teams or individual teachers wish to create videos of lessons that students can watch anytime, anywhere, the suggested tool is Screencastify. Teachers can record a lesson in the style of *Dora, the Explorer* (give wait time and assume students are responding).

Should the packet be the only thing we teach?

- The packet represents the *minimum for instruction* but the *maximum for the amount of work turned in by students*. Teachers should provide instruction and support for the topics in the packets. For literacy, teachers can assign the corresponding *Reading/Writing Workshop* texts and assignments in the ConnectEd platform. Students can complete the assignments in the ConnectEd platform or in paper/pencil form (packet). Math can be assigned through the enVision platform for grades 3-5 or First in Math for grades K-5 or in paper/pencil form (packet). Teachers can provide additional instruction through videos or correspondence with students. However, the assignments outlined in the packet are the maximum that should be turned in for grading by students.

How much time should I expect students to spend on academics each day?

- The amount of time students should spend in the production of work to be turned in should be limited to 30 minutes for reading and 30 minutes for math per day. More time can be spent on learning, but work product should be limited.

What resources are available for Social-Emotional Learning?

- The following websites and documents have resources for teachers:
 - [Leader In Me](#)
 - [Second Step](#)
 - [Zones of Regulation](#)
 - [Emotional ABCs](#)
 - [PBS39](#)

What about Science and Social Studies?

- Science and Social Studies topics will be addressed through the *Wonders* curriculum as well as resources provided by [PBS39](#).

Are we providing instruction for any Related Arts Classes?

- No, we are not providing formal instruction for Related Arts classes. However, we will continue to share the lists of activities and any websites created by our Related Arts teachers.

When are assignments due?

- Assignments are for each week of instruction. The paper/pencil packet and any online content and assignments will be available to students on Monday of each week. The assignments for the week will be due the following Monday at 12 Noon. For example, assignments that begin Monday, March 30th, will be due Monday, April 6th, at 12 Noon.

What can I do to support my EL students? See: [Instruction for English Learners FAQ](#)

- Classroom teachers should make modifications to assignments and content as usual. Prioritize what the students need to learn.
- EL teachers will be working on modifications necessary for their students. If EL students are accessing content virtually, modifications can be done as they normally are.
- Consult with your building's EL(s) teacher if you need assistance.
- Language Guides may support remotely. (We are working on the process for teachers to submit a request.)

What accommodations and modifications should I make for my students with 504s or IEPs?

See: [Special Ed Tier 5 Modifications and Accommodations](#) and [Special Ed Timelines Q/A](#)

- Review the students' IEPs/504s and make any modifications/accommodations that are possible with the assignments provided. Consult with the special education teachers associated with the student if additional/new SDI are necessary for students to access the learning.

Can I record a read aloud of books and post it to our website?

- While this is a great way to connect with students and families, you must have the permission from the author or publisher to do live and/or recorded readings for public distribution. Otherwise, this is a violation of copyright laws. If an educational video conference (live or prerecorded) is only open to students/parents in their homes for educational purposes, it is permissible to use and share screens of copyrighted material without violating the copyrights to those materials.
- Many authors have been recording their own books or permitted celebrities to record them. Check out <https://www.storylineonline.net/>

SECONDARY INSTRUCTIONAL EXPECTATIONS

What [instructional tools](#) and platforms will teachers & students use?

(See: Tutorials/trainings in the [Supporting Students In a Virtual Environment: Section 1](#) Schoology Course)

- Gmail
- [Schoology](#)
- StudySync
- GoGuardian Teacher access has been disabled until further notice for privacy reasons.

- [Schoology Conferences App](#)
- Discovery Education
- EnVision Math
- [PlayPosit \(Schoology External Tool\)](#)
- [Kami \(Google Extension\)](#)
 - [Opening and Submitting a Kami Assignment - for Students](#)
 - [Converting paper-based to digital using mobile phone apps and Kami](#)
- Quizlet Teacher ([Premium Version free to teachers through June 30](#)) - [Children under age 13 need permission from their parents to use this.](#)
- IXL (students need to log in via Clever)
- [Pear Deck](#) (student paced mode)
- [Screencastify](#)
- [FlipGrid](#)
- [Adobe Spark](#)
- MobyMax Math (log in via Clever)

The BASD has directed that Online Instruction should be asynchronous.

Secondary teachers are permitted to use live synchronous tools (Zoom, Schoology Conferences App) for communication/check-in/office hour purposes. Guidelines and expectations for using synchronous communication are located at: [Privacy Guidelines for Video/Audio](#)

- We want to avoid students sitting in live online sessions all day long.
- Using live synchronous meetings should be purposeful and a place for interaction. If the same tasks can be accomplished by using an asynchronous video, then that medium should be used instead.
- May choose to meet during scheduled class time to avoid scheduling conflicts with other teachers.
- Teachers must communicate session information to students in a uniform fashion (Update in course, Schoology Course calendar, etc).
- Meet in groups of 15-20 to maximize interaction.
- Sessions should be no longer than 1 hour in length.
- Teachers should review this [Best Practices document](#) prior to engaging in live sessions.
- Note - GoGuardian Teacher access has been disabled until further notice for privacy reasons.

When are assignments due?

- Assignments are for each week of instruction. The paper/pencil packet (middle school) and any online content and assignments will be available to students on Monday of each week. The assignments for the week will be due the following Monday at 12 Noon. For example, assignments that begin Monday, March 30th, will be due Monday, April 6th, at 12 Noon (*Note: for HS courses that end with MP3 on April 3, assignments in Schoology will need to be submitted by April 3*).

How much time should it take for students to complete the weekly MIDDLE SCHOOL assignments?

- No Online Assignment(s) will take longer than 60 minutes to complete, start to finish.

How much time should it take for students to complete the weekly HIGH SCHOOL assignments?

- Each teacher's Online One-Week Assignment(s) will not take longer than 90 minutes to complete, start to finish.

What can I do to support my EL students? See: Instruction for English Learners FAQs

- Classroom teachers should make modifications to assignments and content as usual. Prioritize what the students need to learn.
- If EL students are accessing content virtually, modifications can be done as they normally are.
- Consult with your building's EL teacher(s) if you need assistance.
- Language Guides may support remotely. (We are working on the process for teachers to submit a request.)

What accommodations and modifications should I make for my students with 504s or IEPs?

See: [Special Ed Tier 5 Modifications and Accommodations](#) and [Special Ed Timelines Q/A](#)

- Review the students' IEPs/504s and make any modifications/accommodations that are possible with the assignments provided. Consult with the special education teachers associated with the student if additional/new SDI are necessary for students to access the learning.

Attendance / Accountability

Students will be considered "present" for the week by attempting/completing the required *Online Weekly Assignments*.

Good Faith Efforts for Access and Equity for All Students

The BASD has a 1:1 Chromebook environment at the middle school and high school levels.

To Increase Access and Equity during the school closure, the BASD has:

- Distributed approximately 5,000 meals per week to needy families through the BASD Meal Distribution Sites.
- Provided hardcopy common assignments K-8 distributed at BASD Meal Distribution Sites
- Begun distributing approximately 4,500 laptops directly to elementary students
- Purchased 500 Hotspots from T-Mobile for distribution to families without home internet access
- Worked collaboratively with PBS39 to establish **Lehigh Valley Learns** that aligns the BASD's Grade-Level Monthly Curriculum K-5 with PBS39's on air programming.

LEHIGH VALLEY LEARNS - Education Schedule Week of 4/6/20 (LehighValleyLearns.org)

ON PBS 39	Monday - 4/6	Tuesday - 4/7	Wednesday - 4/8	Thursday - 4/9	Friday - 4/10	
Kindergarten						
7:30	MOLLY OF DENALI 121 (ELA)	MOLLY OF DENALI 104 (ELA)	MOLLY OF DENALI 105 (ELA)	NATURE CAT 127 (ELA)	CAT IN THE HAT 113 (ELA)	Title Episode Subject
8:00	PEG + CAT 117 (MATH)	PEG + CAT 119 (MATH)	PEG + CAT 121 (MATH)	PEG + CAT 123 (MATH)	PEG + CAT 125 (MATH)	Title Episode Subject
8:30	CAT IN THE HAT 111 (MATH/SCIENCE)	CAT IN THE HAT 108 (MATH/SCIENCE)	CAT IN THE HAT 112 (MATH/SCIENCE)	ODD SQUAD 103 (MATH)	PEG + CAT 122 (MATH)	Title Episode Subject
9:00	XAVIER RIDDLE 111 (SOCIAL STUDIES)	SPLASH AND BUBBLES 114 (SCIENCE)	LET'S GO LUNA 118 (SOCIAL STUDIES)	READY JET GO 139 (SCIENCE)	LET'S GO LUNA 116 (SOCIAL STUDIES)	Title Episode Subject
9:30	SPLASH AND BUBBLES 130 (SCIENCE)	READY JET GO 139 (SCIENCE)	SPLASH AND BUBBLES 103 (SCIENCE)	WILD KRATTS 601 (SCIENCE)	SPLASH AND BUBBLES 101 (SCIENCE)	Title Episode Subject
Grade 1						
10:00	MOLLY OF DENALI 121 (ELA)	MOLLY OF DENALI 105 (ELA)	MOLLY OF DENALI 104 (ELA)	XAVIER RIDDLE 111 (ELA)	LET'S GO LUNA 106 (ELA)	Title Episode Subject
10:30	PEG+CAT 122 (MATH)	ODD SQUAD 204 (MATH)	PEG + CAT 132 (MATH)	CYBERCHASE 309 (MATH)	PEG + CAT 105 (MATH)	Title Episode Subject
11:00	NATURE CAT 127 (MATH)	CYBERCHASE 304 (MATH)	CYBERCHASE 108 (MATH)	CYBERCHASE 310 (MATH)	PEG + CAT 106 (MATH)	Title Episode Subject
11:30	XAVIER RIDDLE 104 (SOCIAL STUDIES)	WILD KRATTS 601 (SOCIAL STUDIES)	SID THE SCIENCE KID 224 (SCIENCE)	CAT IN THE HAT 111 (SCIENCE)	READY JET GO 139 (SCIENCE)	Title Episode Subject
12:00	ARTHUR 313 (SEL)	CAT IN THE HAT 122 (SEL)	SPLASH AND BUBBLES 102 (SEL)	ARTHUR 901 (SEL)	SPLASH AND BUBBLES 130 (SEL)	Title Episode Subject
Grade 2						
12:30	MOLLY OF DENALI 121 (ELA)	XAVIER RIDDLE 104 (ELA)	ARTHUR 405 (ELA)	MOLLY OF DENALI 104 (ELA)	ARTHUR 129 (ELA)	Title Episode Subject
1:00	CYBERCHASE 105 (MATH)	CYBERCHASE 121 (MATH)	CYBERCHASE 110 (MATH)	CYBERCHASE 117 (MATH)	CYBERCHASE 406 (MATH)	Title Episode Subject
1:30	CYBERCHASE 120 (MATH)	CYBERCHASE 109 (MATH)	CYBERCHASE 115 (MATH)	CYBERCHASE 115 (MATH)	CYBERCHASE 307 (MATH)	Title Episode Subject
2:00	ARTHUR 1903 (SOCIAL STUDIES)	NATURE CAT 127 (SCIENCE)	READY JET GO! 139 (SCIENCE)	ARTHUR 609 (SOCIAL STUDIES)	XAVIER RIDDLE 111 (SOCIAL STUDIES)	Title Episode Subject
2:30	ARTHUR 307 (SEL)	ARTHUR 312 (SEL)	ARTHUR 314 (SEL)	ARTHUR 509 (SEL)	ARTHUR 901 (SOCIAL STUDIES)	Title Episode Subject
ON PBS 39 Extra						
Grade 3						
9:30	SCIGRLS 404 (ELA)	SCIGRLS 107 (ELA)	SCIGRLS 504 (ELA)	SCIGRLS 402 (ELA)	SCIGRLS 401 (ELA)	Title Episode Subject
10:00	ARTHUR 903 (ELA)	SCIGRLS 208 (ELA/SCIENCE)	ARTHUR 101 (ELA/SCIENCE)	ARTHUR 109 (ELA)	ARTHUR 1903 (ELA)	Title Episode Subject
10:30	CYBERCHASE 102 (MATH)	CYBERCHASE 107 (MATH)	CYBERCHASE 111 (MATH)	CYBERCHASE 302 (MATH)	CYBERCHASE 304 (MATH)	Title Episode Subject
11:00	SCIGRLS 406 (SCIENCE)	SCIGRLS 501 (SCIENCE)	SCIGRLS 403 (SCIENCE)	SCIGRLS 210 (SCIENCE)	SCIGRLS 209 (SCIENCE)	Title Episode Subject
11:30	ARTHUR 201 (SEL/SOC. STD.)	ARTHUR 304 (SEL/SOC. STD.)	ARTHUR 309 (SEL/SOC. STD.)	ARTHUR 506 (SEL/SOC. STD.)	ARTHUR 605 (SEL)	Title Episode Subject
Grade 4						
12:00	CYBERCHASE 305 (MATH)	CYBERCHASE 501 (MATH)	CYBERCHASE 309 (MATH)	CYBERCHASE 503 (MATH)	CYBERCHASE 504 (MATH)	Title Episode Subject
12:30	THE GREAT AMERICAN READ 106 FALL KICK-OFF (ELA)	AMERICAN MASTERS 2503 MARGARET MITCHELL (ELA)	NOVA 4621 DECODING DAVINCI (ELA)	NOVA 4122 FIRST MAN ON THE MOON (ELA)	AMERICAN EXPERIENCE 601 AMELIA EARHART (ELA)	Title Episode Theme Subject
1:30	NOVA 4617 THE RISE OF MAMMALS (SCIENCE)	NOVA 4109 DOGS & SUPER SENSES (SCIENCE)	NOVA 4503 THE IMPOSSIBLE FLIGHT (MATH & SCIENCE)	NOVA 4605 RISE OF THE ROCKETS (MATH & SCIENCE)	NOVA 4415 SECRETS OF THE FORBIDDEN CITY (SCIENCE/SOC. STD.)	Title Episode Theme Subject
Grade 5						
2:30	CYBERCHASE 403 (MATH)	CYBERCHASE 406 (MATH)	CYBERCHASE 505 (MATH)	CYBERCHASE 506 (MATH)	CYBERCHASE 508 (MATH)	Title Episode Subject
3:00	LIFE FROM ABOVE 102 (MATH & SCIENCE)	NOVA 4702 DOG TALES (MATH & SCIENCE)	NOVA 4703 CAT TALES (MATH & SCIENCE)	THE GREAT AMERICAN READ 103 (MATH & SCIENCE)	THE GREAT AMERICAN READ 107 (MATH & SCIENCE)	Title Episode Theme Subject
4:00	HISTORY DETECTIVES 802 IWO-JIMA MAP (SOCIAL STUDIES)	HISTORY DETECTIVES 803 GOLDRUSH PICTURE (SOCIAL STUDIES)	HISTORY DETECTIVES 805 US-MEXICO BORDER SURVEY (SOCIAL STUDIES)	HISTORY DETECTIVES 809 JACKIE ROBINSON CARD (SOCIAL STUDIES)	HISTORY DETECTIVES 811 MIDWEST CLOCK (SOCIAL STUDIES)	Title Episode Theme Subject

Instruction Of Special Learners Online Learning

Modifications and Accommodations of One-Week Assignments for Special Learners Online learning may be more challenging for our students with disabilities. The Federal and State guidance has been clear: we must, to the best of our ability, continue to support our students with IEPs and GIEPs through modification and accommodation of online/distance learning. When communicating expectations to students with IEPs and 504s, continue to utilize the students' accommodations and modifications that are listed in their documents whenever applicable. In addition, consider utilizing strategies listed below as additional support. For students who receive Learning Support services in the typical or supplemental classroom:

- Case managers for students with disabilities will remain in the communication loop. Special Education teachers are available for consultation with regard to the accessibility of assignments for their students. This includes students with emotional needs who may need modification due to the altered environment that their students are learning.
- Teachers may include information on how to access "accessibility features" in assignments. This includes how to have online textbooks be read aloud, activate closed captioning/embedded sign, etc.
- Adjust the amount of content and product required of students with disabilities. Adjust the amount of items, reading, topics, etc. that students are responsible for and communicate the altered expectations prior to the assignments (in the directions). In consultation with special education staff, use modified rubrics.
- Provide parents with guidance on how to support their children. Utilize strategies such as reading information to students, prompting with leading questions, and encouraging movement breaks.
- Students with autism often struggle with change and may struggle to engage in distance learning at first. Be persistent in communication with the family and offer support including significantly reducing academic expectation with gradual increase as the student becomes more comfortable.
- For students with low-incidence disabilities (intellectual disabilities, non-verbal autism) that are included in typical core classes, the case manager will provide specific guidance on how to modify the assignments and communicate directly with the parent/student via email, Zoom, or phone.
- Students with disabilities may struggle significantly with independent work. Create timelines/chunking guidelines and limits for students when assigning work (i.e., spend 5-10 minutes working on part 1). include what a student should do if the work is inaccessible (i.e., email teacher/case manager)
- Be thoughtful about students with emotional disabilities and Other Health Impairments. Often these students rely heavily upon adult support in completing work in school. Make appropriate adjustments in the amount of expectation in consultation with the case managers/emotional support

teachers. For students who participate in Life Skills/MDS programming: Case managers/instructors will design activities specific for their students along with assignments. As most of our Life Skills classes are on Schoology, assignments may be communicated to students in a variety of ways including email, Zoom, and telephone. Evidence of student work may be photographs, emails from the students/parents, etc. If paper assignments are necessary to be picked up, electronic copies should be sent to lrusnak@basdschools.org who will arrange to have them at the food distribution sites. Focus tasks on repetition of learning from earlier in the year. New learning may cause confusion for students with cognitive impairments. Realize that students may also have issues with adaptive behavior. Providing instructional videos or screen shots of the specific expectations may be extremely helpful.

Communicate with parents and guardians so they can provide support and answer questions the student may have. Support for Life Skills/MDS teachers will be provided through the BASD Special Education Office. For students who access speech instruction through BASD Speech Language Therapists: Speech and Language Pathologists will deliver teletherapy to students who can actively participate in 1:1 and small group sessions when possible (i.e., parent availability, student ability, online access). Prior to student participation in speech video instruction, parents must be contacted via email/phone and documented (date and time of consent). Sessions will be documented as well.

For students who are on Instruction in the Home Students will continue to have their assignments provided by their typical class or case manager as prior to the closure. If students need support, their scheduled classroom teacher may provide it virtually via email to the student or parent. Face-to-face instructors who were contracted will not visit student homes and will not be obligated to contact students.

EL Supports

Instruction for English Learners Online Learning

The Federal and State guidance states that schools must work to meet the needs of all students, with particular attention to free appropriate public education (FAPE) for English Learners (EL). This document is to clarify how English Learners are supported during Tier 5 Instruction. Elementary School Level Instruction and Support for English Learners Again to clarify how ESOL teachers will provide support during the closure.

- ESOL teachers design & instruct their ELD lessons for ELs they typically have for ELD literacy.
- Classroom teachers invite ESOL teachers as co-teachers to their Google Classrooms if appropriate to provide support in content classes. It is still the classroom teacher's responsibility to provide the primary instruction. Classroom teachers are expected to modify assignments for English Learners as usual.
- Classroom teachers contact the ESOL teacher to request support for an ESOL student.

- ESOL teachers assign a support person, which may be themselves and/or a Language Guide/Instructional Assistant.
- ESOL teachers contact the Language Guide/Instructional Assistant to notify them of a need.
- Language Guides use software app to make calls from their laptops and other Google apps or Zoom for connecting with the students.
- Language Guides may be added to Google Classrooms if they are providing ongoing support for a student in that classroom. Reminder: We do not translate all of the assignments for students. We DO provide primary language support as appropriate. Middle School Level Instruction and Support for English Learners
- Middle school principals will add ESOL teachers to the appropriate content classrooms in Schoology so that they can see the content being taught and provide support.
- Classroom teachers are expected to modify assignments for English Learners as usual.
- If an ESOL student needs support in a content area, the classroom teacher will notify the ESOL teacher. Provide documents if possible/needed. ESOL teachers will assign a support person, which may be themselves and/or a Language Guide/Instructional Assistant.
- Initial requests for Language Guide/Instructional Assistant support must go through ESOL teachers.
- Language Guides/Instructional Assistants do NOT have access to Schoology. They will support using Google (email, Hangout, video) or the softphone app on their computers when it is available.
- Reminders - We do not translate assignments. Teachers are to modify assignments, based on a student's ESOL level, by selecting the most important things for a student to learn. High School Level Instruction and Support for English Learners
- Classroom teachers are expected to modify assignments for English Learners as usual.
- If an ESOL student needs support in a content area due to language concerns, the classroom teacher will notify the ESOL case manager. ESOL teachers will assign a support person, which may be themselves and/or a Language Guide/Instructional Assistant.
- Initial requests for Language Guide/Instructional Assistant support must go through ESOL teachers.
- Language Guides/Instructional Assistants do NOT have access to Schoology. They will support using Google (email, Hangout, video) or the softphone app on their computers when it is available.
- Reminders - We do not translate assignments. Teachers are to modify assignments, based on a student's ESOL level, by selecting the most important things for a student to learn.

Building/Grade Level Contacts

BETHLEHEM AREA SCHOOL DISTRICT
Area Code 610

BUILDING DIRECTORY
District's Web site: www.basdschools.org

AUGUST 2019
Safe School Hotline: 610-866-3000

PHONE	FAX	CHILD CARE	BUILDING CODE	ADDRESS	PRINCIPAL/ADMINISTRATOR	EXT.	SUPPORT STAFF	EXT.
865-0660	807-5540	849-1823	Asa Packer 18	1650 Kenwood Drive, 18017-2297	Jonathan Horvath	18797	Lorie Cressman	18901
691-0152	807-5565	849-9313	Calypto 02	1021 Calypso Avenue, 18018-5005	Kathleen Bast	62797	Melissa Rosario	62901
868-5994	807-5525	849-9393	Clearview 04	2121 Abington Road, 18018-1499	Heather Bennett-Kneer	64797	Kathie Davis	64901
866-0031	807-5524	849-9153	Donegan 05	1210 East Fourth Street, 18015-2098	Erin Martin-Medina	65797	Ivette Perez-Vazquez, Roseanne Reed	65901, 65903
868-0471	807-5980	849-9323	Farmersville 23	7036 Wm. Penn Hwy., Easton, 18045-2998	Daniel Garcia, <i>Assistant Principal</i>	23797	Ann Marquez, Barbara Longo	23901, 23902
865-5881	807-5989	849-9383	Fountain Hill 29	1330 Church Street, 18015-4499	Jennifer Hilton	29797	Kelly Gaspar, Crystal Drakes	29903, 29901
866-6681	807-5988	849-9353	Freemansburg 25	501 Monroe St., Freemansburg, 18017-7249	Michael Alagna, II	25797	Barbara Rodriguez	25901
867-8191	867-6768	849-1813	Governor Wolf 09	1920 Butztown Road, 18017-3397	Theodoro Quiriones	69797	Caroline Bobyak	69901
691-3210	807-5500	849-1833	Hanover 26	3890 Jacksonville Road, 18017-6307	Erin Hines	26797	Lucille Bush	26901
865-1766	807-5503	849-9113	James Buchanan 01	1621 Calatasqua Road, 18017-7407	Jill Moran	61797	Maryann Warning	61901
866-8727	807-5545	849-9333	Lincoln 14	1260 Gresham Street, 18017-6199	Benita Draper	14797	Aida Luque	14901
865-0012	849-6556	849-9343	Marvine 16	1425 Livingham Street, 18017-6799	Eric Fontanez	16797	Diana Velaz	16901
868-6441	807-5549	849-9183	Miller Heights 24	3605 Allen Street, 18020-4457	Deborah Roeder	24797	Michele Sarkozy	24901
868-6071	807-5931	849-1893	Spring Garden 21	901 North Boulevard, 18017-3998	Eric Smith	21797	Linda Oplinger, Michelle Ryan	21901, 21902
691-1776	807-5981	849-9173	Thomas Jefferson 12	404 East North Street, 18018-4305	Tracy Himer	12797	Linda Prosser	12901
694-0116	807-5532	849-9163	William Penn 19	1002 Main Street, 18018-6693	Joseph Anthes	19797	Lisa Gaumer	19901
866-5041	807-5909		Broughal 40	114 West Morton Street, 18015-3096	Rick Amato	40797	Latoya Small	40901
867-0541	807-5941	807-5902	East Hills 44 (2nd fl.-Student Services)	2005 Chester Road, 18017-2797	Nancy Zudeh, <i>Assistant Principal</i> David Horvath	40904 44797	Janet DeJesus, Clara Loria Sheila Reinert	40905, 40903 44901
866-5781	866-1435		Nitschmann 41	1002 West Union Boulevard, 18018-3509	Raina Braun, <i>Assistant Principal</i> Patrick Tannous, <i>Assistant Principal</i>	44902 44906	Amy Howey Carol Pelta, Maria Wetherill	44905 44907, 44913
868-8581	807-5997		Northast 42	1170 Fernwood Street, 18018-3016	Peter Mayes Brandon Horlick, <i>Assistant Principal</i> Joseph Rahe, Jr. Mark Sawicki, <i>Assistant Principal</i>	41907 41902 42797 42904	Melissa Falcone, Janeth Sanchez Suzanne Scott Diane J. Fink, Damarilis Rodriguez Gloribel Osorio	41901, 41903 41907 42901, 42905 42903
867-5843	867-7360		Freedom 53	3149 Chester Avenue, 18020-2896	Michael LaPorta, Jr.	53797	Joanne Kilpatrick, Caroline Nelson	53901, 53902
	807-5580		Student Services	(Curriculum)	Maureen Leeson, <i>Assistant Principal</i>	53909	Strattonk Halahis	53971
	807-5580		Student Services	(Students' last names P-Z)	William Cecchini, <i>Assistant Principal</i>	53906	Marisol Martinez	53908
	807-5581		Student Services	(Students' last names Gibson-O)	Laurie Sage, <i>Assistant Principal</i>	53910	Iris Agosto, Joyce Rose	53907, 53904
	807-5581		Student Services	(Students' last names A-Gibbs)	Michael DiBilio, <i>Assistant Principal</i>	53903	Patricia Whirl	53905
	865-9015		Athletic Office48		Nathan Starnard, <i>Administrative Athletic Director</i> Alicia Cruz, <i>Community Service Coordinator</i>	53903 53172	Elizabeth DeJesus Jennifer Rodriguez Jennifer Cooper	53914 53951 53173
691-7200	691-0741		Liberty 50	1115 Linden Street, 18018-2999	Harrison Bailey, III	50797	Denise Tocci	50901
	807-5584		Student Services	(Curriculum)	Amanda Hinkel, <i>Assistant Principal</i>	50905	Debra Chisesi, Cheryl Perkins	50912, 50916
	814-2686		Student Services	(Students' last names A-D)	Elizabeth Ramsey, <i>Assistant Principal</i>	50913	Vacancy	50917
	807-5583		Student Services	(Students' last names RQ-Z)	Nikolas Tsanoulidis, <i>Assistant Principal</i>	50903	Betsy Ann Takacs	50914
	807-5585		Student Services	(Students' last names M-R)	Antonio Traca, <i>Assistant Principal</i>	50906	Victoria DeToro	50904
	691-7971		Athletic Office51	(Students' last names E-L)	Wayne Whitaker, <i>Assistant Principal</i> Frederick Harris, <i>Administrative Athletic Director</i> Alicia Cruz, <i>Community Service Coordinator</i>	50909 50950 50172	Jacqueline Krause Masiel Batista Maria Guzman Jennifer Cooper	50907 50910 50951 53173

Resource Links

<https://www.basdschools.org/site/Default.aspx?PageID=167>

https://docs.google.com/document/d/e/2PACX-1vRYEYnIPUJ7fKSjSWDIU99CaVWXgzcdRXrORC4Msb2gSFijSLu5WnX_GoT-SxwxXwp2RiCnGQo9ptry/pub

<https://www.basdschools.org/tier5>

<https://www.basdschools.org/cms/lib/PA50000490/Centricity/domain/96/tier5/Week-2020-04-06-LVL-Schedule.pdf>