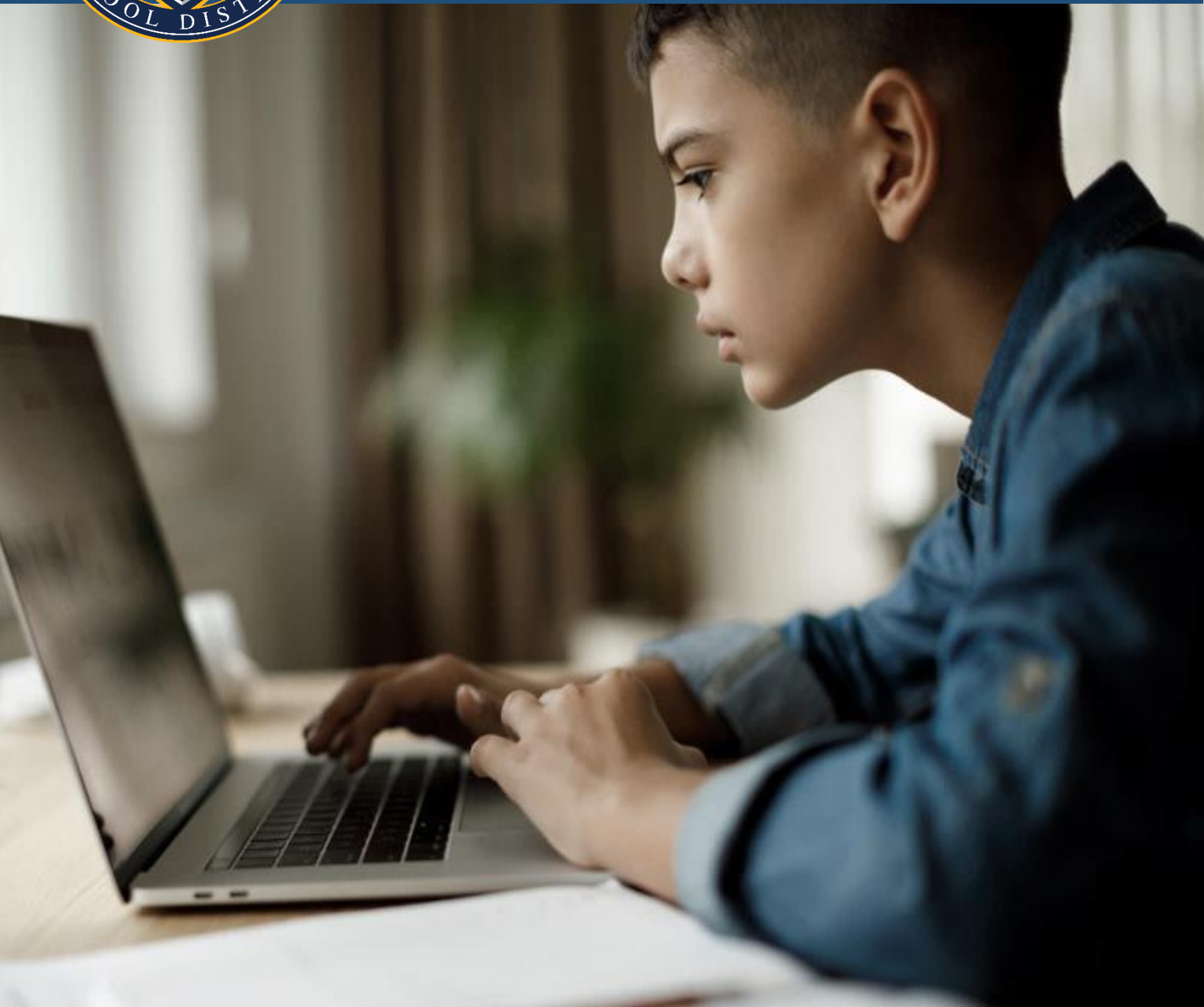




Wissahickon School Reopening
2020-2021
A Student and Family Guide



It's Back to School in Wissahickon!

Message to Our Families

As the 2019-2020 school year came to an end in June, we were all hopeful that we might return to some form of normalcy with the start of the 2020-2021 school year. In some ways, perhaps, we will. In other ways, however, we must continue to keep safe by wearing masks and socially distancing. The pandemic has challenged each of us and our families in different ways, but it is clear that our approach to the start of this school year is not a one size fits all.

Since the close of school in June, our Teaching and Learning Task Force has been planning for the start to the new school year. As information and guidance has been shared over the summer, various instructional delivery models have been explored, considered, and shared with the community. The educational merits of each model and the safety considerations associated with each of them have been thoughtfully weighed in arriving at the reopening plan shared in this document. This document – “*A Student and Family Guide*” – provides you with a summary of the four instructional delivery models that will be in effect to start the 2020-2021 school year. Our middle school and high school 100% virtual model with all students being taught by Wissahickon teachers will be in place through the first marking period. We will reassess at that point to see if we can implement the hybrid model for the second marking period. Whatever the direction at that time, our Wissahickon teachers will continue to teach our students learning in-person as well as those learning at home.

Now that we know the instructional plans for reopening school, we are focused on ensuring that each model provides a rigorous and robust teaching and learning experience for your son or daughter. We look forward to the day when we can welcome all of our WissNation back to our classrooms free of the current pandemic challenges. In the meantime, however, we are excited to meet all of our students on August 31 for the start of 2020-2021.

Regards,

Gary W. Abbamont, Ed.D.
Assistant Superintendent of Schools
Wissahickon School District



*“Inspire, Engage, Excel”
a learning community where our students will be inspired
to engage and excel to their fullest potential*



TABLE OF CONTENTS

Part I: Student Schedules

Student Schedules

- The Elementary 100% In-Person Schedule with Wissahickon Teachers5
- The Elementary 100% Virtual Schedule with Wissahickon Teachers6
- An Overview of the 100% Virtual Elementary School Program.....7
- The Middle School 100% Virtual Schedule with Wissahickon Teachers8
- The High School 100% Virtual Schedule with Wissahickon Teachers.....9

Part II: More Information About Our Remote Teaching and Learning Approach

More Information About Our Remote Teaching and Learning Approach.....10

- Introduction.....10
- Mission of the Wissahickon School District.....10
- Goals10
- Our Remote Teaching and Learning Plan.....11

The Remote Teaching and Learning Approach

- Curriculum & Instruction.....11
- A Synchronous Program13
- Assessment of Student Learning, Feedback, and Grading13
- Special Education Supports for Students with an IEP or GIEP, or Students with a 504 Plan.....14

The Technology Instructional Tools

- Tools Supporting Synchronous Teaching and Learning.....14
- The Family Educational Rights and Privacy Act (FERPA).....16
- Remote Teaching and Learning Etiquette.....18
- Accessing Tech Support During Remote Teaching & Learning18

Expectations of Students

- Daily Attendance18
- Care of Technology.....19

- Participation19
- Completion of Work19
- Communication with Teachers19

Expectations for Parents and Guardians20

Resources

- Student Well-being Supports21
- Our Safety Plan21
- School Events.....21
- Contact Information22



Part I: Student Schedules

The Elementary 100% In-Person Schedule with Wissahickon Teachers

In this program delivery option, the K-5 students will attend school in the school building every day. The sample schedule below maybe somewhat different than your child’s actual schedule. Your child will receive his/her schedule on the first day of school. Safety protocols will be in place with most encore classes (art, guidance, library, music) being taught in the students’ classrooms. Health and physical education will be taught outside (weather permitting) and in the gym when the weather is less than cooperative. Students will have a thirty-minute lunch. The usual twenty-minute recess will take place either in the morning or afternoon with the classroom teacher supervising the students. The more usual outdoor recess with all of the grade level students will not take place given the need for safety during the pandemic.

Kindergarten Schedule		
Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
English-Language Arts	8:45-10:00	8:50-10:05
PIE – Individual/Small Group	10:00-10:30	10:05-10:35
Lunch	10:30-11:00	10:35-11:05
Mathematics	11:00-12:15	11:05-12:20
English-Language Arts	12:15-12:40	12:20-12:45
Encore	12:40-1:25	12:45-1:30
English-Language Arts	1:30-2:15	1:35-2:20
Science/Social Studies	2:15-3:00	2:20-3:05
Afternoon Check-in	3:00-3:15	3:05-3:20

First Grade Schedule		
Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
English-Language Arts	8:45-11:05	8:50-11:10
Lunch	11:05-11:35	11:10-11:40
Math	11:35-1:00	11:40-1:05
PIE – Individual/Small Group	1:00-1:30	1:05-1:35
Encore	1:30-2:15	1:35-2:20
Social Studies/Science	2:15-3:00	2:20-3:05
Afternoon Check-in	3:00-3:15	3:05-3:20

Second Grade Schedule		
Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
Math	8:45-10:30	8:50-10:35
Science/Social Studies	10:30-11:15	10:35-11:20
English-Language Arts	11:15-11:40	11:20-11:45
Lunch	11:40-12:10	11:45-12:15
English-Language Arts	12:10-1:50	12:15-1:55
PIE – Individual/Small Group	1:50-2:20	1:55-2:25
Encore	2:20-3:05	2:25-3:10
Afternoon Check-in	3:05-3:15	3:10-3:20

Third Grade Schedule		
Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
English-Language Arts	8:45-10:55	8:50-11:00
Encore	10:55-11:40	11:00-11:45
Science/Social Studies	11:45-12:15	11:45-12:20
Lunch	12:15-12:45	12:20-12:50
Science/Social Studies	12:45-1:05	12:50-1:10
Math	1:00-2:35	1:05-2:40
Afternoon Check-in	2:35-2:45	2:40-2:50
PIE – Individual/Small Group	2:45-3:15	2:50-3:20

Fourth Grade Schedule		
Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
Math	8:45-10:05	8:50-10:10
Encore	10:05-10:50	10:10-10:55
PIE – Individual/Small Group	10:50-11:30	10:55-11:35
English-Language Arts	11:30-12:50	11:35-12:55
Lunch	12:50-1:20	12:55-1:25
English-Language Arts	1:20-2:15	1:25-2:20
Science/Social Studies	2:15-3:05	2:20-3:10
Afternoon Check-in	3:05-3:15	3:10-3:20

Fifth Grade Schedule		
Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
PIE – Individual/Small Group	8:45-9:15	8:50-9:20
Encore	9:15-10:00	9:20-10:05
English-Language Arts	10:00-12:00	10:05-12:05
Math	12:00-1:25	12:05-1:30
Lunch	1:25-1:55	1:30-2:00
Science/Social Studies	1:55-3:05	2:00-3:10
Afternoon Check-in	3:05-3:15	3:10-3:20

The Elementary 100% Virtual Schedule with Wissahickon Teachers

In this program delivery option, the K-5 students will attend school remotely. Students in this program will be provided a district-issued computer device. Just as in the brick and mortar classroom, the teacher will work to cultivate a strong sense of classroom community. Students will follow a schedule similar to the samples below with periodic movement breaks and time off-screen of the computer. Students will have a complete schedule of academics and encore classes as well as a thirty-minute lunch break. A mid-morning or mid-afternoon break (depending upon the lunch time) will be provided. For more information regarding the Elementary 100% Virtual Schedule, see the next page.

Kindergarten Schedule

Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
English-Language Arts	8:45-10:00	8:50-10:05
PIE – Individual/Small Group	10:00-10:30	10:05-10:35
Lunch	10:30-11:00	10:35-11:05
Mathematics	11:00-12:15	11:05-12:20
English-Language Arts	12:15-12:40	12:20-12:45
Encore	12:40-1:25	12:45-1:30
English-Language Arts	1:30-2:15	1:35-2:20
Science/Social Studies	2:15-3:00	2:20-3:05
Afternoon Check-in	3:00-3:15	3:05-3:20

First Grade Schedule

Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
English-Language Arts	8:45-11:05	8:50-11:10
Lunch	11:05-11:35	11:10-11:40
Math	11:35-1:00	11:40-1:05
PIE – Individual/Small Group	1:00-1:30	1:05-1:35
Encore	1:30-2:15	1:35-2:20
Social Studies/Science	2:15-3:00	2:20-3:05
Afternoon Check-in	3:00-3:15	3:05-3:20

Second Grade Schedule

Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
Math	8:45-10:30	8:50-10:35
Science/Social Studies	10:30-11:15	10:35-11:20
English-Language Arts	11:15-11:40	11:20-11:45
Lunch	11:40-12:10	11:45-12:15
English-Language Arts	12:10-1:50	12:15-1:55
PIE – Individual/Small Group	1:50-2:20	1:55-2:25
Encore	2:20-3:05	2:25-3:10
Afternoon Check-in	3:05-3:15	3:10-3:20

Third Grade Schedule

Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
English-Language Arts	8:45-10:55	8:50-11:00
Encore	10:55-11:40	11:00-11:45
Science/Social Studies	11:45-12:15	11:45-12:20
Lunch	12:15-12:45	12:20-12:50
Science/Social Studies	12:45-1:05	12:50-1:10
Math	1:00-2:35	1:05-2:40
Afternoon Check-in	2:35-2:45	2:40-2:50
PIE – Individual/Small Group	2:45-3:15	2:50-3:20

Fourth Grade Schedule

Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
Math	8:45-10:05	8:50-10:10
Encore	10:05-10:50	10:10-10:55
PIE – Individual/Small Group	10:50-11:30	10:55-11:35
English-Language Arts	11:30-12:50	11:35-12:55
Lunch	12:50-1:20	12:55-1:25
English-Language Arts	1:20-2:15	1:25-2:20
Science/Social Studies	2:15-3:05	2:20-3:10
Afternoon Check-in	3:05-3:15	3:10-3:20

Fifth Grade Schedule

Class	LG & SG	BB & SC
HR & Morning Meeting	8:30-8:45	8:35-8:50
PIE – Individual/Small Group	8:45-9:15	8:50-9:20
Encore	9:15-10:00	9:20-10:05
English-Language Arts	10:00-12:00	10:05-12:05
Math	12:00-1:25	12:05-1:30
Lunch	1:25-1:55	1:30-2:00
Science/Social Studies	1:55-3:05	2:00-3:10
Afternoon Check-in	3:05-3:15	3:10-3:20

An Overview of the 100% Virtual Elementary School Program

On any given day, the elementary classroom incorporates a variety of learning experiences. In moving to the Remote Teaching and Learning environment, it is important that the students continue to experience a blend of whole class direct instruction, small group instruction, student collaboration opportunities, and independent work. In some instances, the students are working directly with the teacher; in other cases, they are working with classmates or working independently. We embrace this approach to teaching and learning in our classrooms. The Elementary Program provides for the following components in the school day:

- Homeroom & Morning Meeting
 - 15 Minutes Daily (Live via Microsoft Teams)
 - Attendance Taken

- English-Language Arts (120 Minutes Daily)
 - Three 10-20 Minute Whole Group Live Instruction (via Microsoft Teams)
 - Small Group Reading/Writing Instruction (Teacher-Created Content on Seesaw or Microsoft Teams)
 - Independent Work and/or Collaborative Work (Posted on Seesaw or Microsoft Teams)
 - Periodic Breaks

- Mathematics (75 Minutes Daily)
 - Three 10-20 Minute Whole Group Live Instruction (via Microsoft Teams)
 - Small Group Math Instruction (Teacher-Created Content on Seesaw or Microsoft Teams)
 - Independent Work and/or Collaborative Work (Posted on Seesaw or Microsoft Teams)
 - Periodic Breaks

- Science/Social Studies (Between 45-60 Minutes Daily)
 - 10-30 Minute Whole Group Live Instruction (via Microsoft Teams)
 - Independent and/or Collaborative Work (Posted on Seesaw and/or Microsoft Teams)
 - Periodic Breaks

- PIE Time (30 Minutes Daily)
 - 30-Minute Remediation and/or Extension Learning Activities Based on Individual Student Needs (Posted on Seesaw and/or Microsoft Teams OR Live Small Group/Individual Instruction)

- Encore Class (45 Minutes Daily)

- Afternoon Check-in (15 Minutes – Live via Microsoft Teams)

- Lunch and a Recess in the Morning or Afternoon Scheduled by Each School (45-60 Minutes)

In the K-5 schedules, there is additional time included in some of the above curricular areas. The extra time has been included intentionally to allow for the flexible scheduling of periodic breaks and off-screen time for students. The elementary principals will make some modifications to these schedules in order to ensure that students have time for a mid-morning or mid-afternoon break, recess, and short periodic brain breaks throughout the day.

The Middle School 100% Virtual Schedule with Wissahickon Teachers

At the middle school level, students will experience their full range of courses in the remote teaching and learning environment. In their various classes, students will experience a blend of whole class direct instruction, small group instruction, student collaboration opportunities, and independent work. In some instances, the students are working directly with the teacher; in other cases, they are working with classmates or working independently. Below are listed the school day schedules for grades 6, 7, and 8. Over the course of the school day, there will be opportunities for periodic breaks and off-screen time.

Sixth Grade Schedule

Class	Time
English-Language Arts	9:00-9:40
English-Language Arts	9:45-10:25
Advisory	10:25-10:45
UA/PE or WL/H or iSkills/A	10:50-11:30
UA/PE or WL/H or iSkills/A	11:35-12:15
Lunch	12:15-12:45
Math/Sci/Ss	12:45-1:35
Math/Sci/Ss	1:40-2:30
Afternoon Break	2:30-2:45
Math/Sci/Ss	2:40-3:30



Seventh Grade Schedule

Class	Time
UA/HPE or Core Course #1	9:00-9:40
UA/HPE or Core Course #1	9:45-10:25
Advisory	10:25-10:45
Core Course #2	10:50-11:30
Core Course #3	11:35-12:15
Lunch	12:15-12:45
Core Course #4	12:45-1:25
Academic Period	1:30-2:10
Core Course #5	2:10-2:50
Core Course #6	2:50-3:30

Eighth Grade Schedule

Class	Time
Core Course #1	9:00-9:40
Core Course #2	9:45-10:25
Advisory	10:25-10:45
Core Course #3	10:50-11:30
Core Course #4	11:35-12:15
Lunch	12:15-12:45
Academic Period	12:45-1:25
Core Course #5	1:30-2:10
UA/HPE or Course #6	2:10-2:50
UA/HPE or Course #6	2:50-3:30



The High School 100% Virtual Schedule with Wissahickon Teachers

At the high school level, students will experience their full range of courses in the remote teaching and learning environment. The traditional high school schedule is a six-day plan with each course meeting four out of the six days. Our virtual schedule will consist of a two-day rotation of our two block days in our traditional schedule (Days 5 and 6). In order to provide a solid block of learning time for each course, the high school will run four courses one day, with the remaining four courses the following day (an alternating pattern). Each course period will span eighty-five minutes. Similar to the more typical in-class learning experience, it is important that the students continue to engage in a blend of whole class direct instruction, small group instruction, student collaboration opportunities, and independent work. In some instances, the students are working directly with the teacher; in other cases, they are working with classmates or working independently. We embrace this approach to teaching and learning in our high school classrooms. Below are listed the school day schedules for grades 9-12. Over the course of the school day, there will be opportunities for periodic breaks and off-screen time.



Grades 9-12 Schedule			
Meeting Pattern	Class	Time	Instructional Minutes
Day 5	Course 1	8:45-10:10	85 Minutes
	Morning Break	10:10-10:20	None
	Course 3	10:20-11:45	85 Minutes
	Lunch	11:45-12:15	None
	Course 5	12:15-1:40	85 Minutes
	Afternoon Break	1:40-1:50	None
	Course 7	1:50-3:15	85 Minutes
Day 6	Course 2	8:45-10:10	85 Minutes
	Morning Break	10:10-10:20	None
	Course 4	10:20-11:45	85 Minutes
	Lunch	11:45-12:15	None
	Course 6	12:15-1:40	85 Minutes
	Afternoon Break	1:40-1:50	None
	Course 8	1:50-3:15	85 Minutes

Note: North Montco Technical Career Center is still developing their plan to reopen. As soon as we have more information on their plan, we will share it with you.

The High School teachers will “host” occasional homeroom community-building activities between 8:15 and 8:45 AM on Friday mornings.

Part II: More Information About Our Remote Teaching and Learning Approach

Introduction

As we planned for the 2020-2021 school year, we knew that it was important to plan for a number of contingencies in order to address the safety and well-being of our students, staff, and the large community. On the first day of school, some students will be attending school daily in-person while others will be learning in a remote teaching and learning environment. We must also be prepared for the possibility that all of our students may need to learn remotely in the event that schools are closed due to the pandemic. For this reason, I am sharing with you the details about our remote teaching and learning plan so that you have that information if and when our district must transition from the brick and mortar classroom to remote teaching and learning environment.



The Mission of the Wissahickon School District

The mission of the Wissahickon School District - a learning community rich in diversity and committed to academic excellence and character development - is to empower each student to excel to their fullest potential and contribute in full measure to the greater community.

Goals

As our school district continues to navigate the pandemic and its impact on our learning community, we recognize the critical role that *Remote Teaching and Learning* plays in our educational program. The following goals guide our *Remote Teaching and Learning* approach:

- Provide instructional delivery that mirrors that of the classroom.
- Maximize teacher and student interactions as well as those among students through daily synchronous teaching and learning.
- Maintain curricular program integrity and instructional pace.
- Ensure equitable teaching and learning experiences for all district students.
- Assess, evaluate, and grade student work.
- Provide student feedback.
- Maintain consistency of teaching and learning routines by replicating the brick and mortar schedule in the virtual setting.
- Hold students accountable for attendance and work.
- Remain flexible with students and families as circumstances require in accessing lessons and completing assignments.
- Ensure a seamless transition from the brick and mortar classroom to the virtual classroom.
- Continue to meet the Pennsylvania's requirements for instructional hours/days as stated in PA legislation.

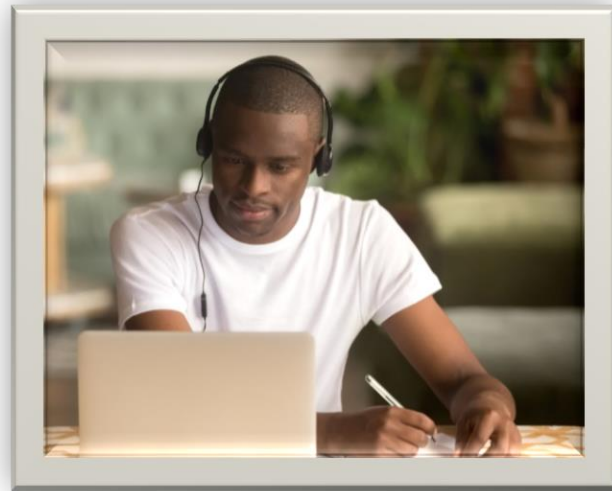
- For students with IEP’s, GIEP’s, and/or 504 Plans, provide direction instruction in the identified areas as well as any related services that are required.

In the event that our school district closes for reasons related to the pandemic, our *Remote Teaching and Learning Program* will begin. All students in the district will be provided a computer device for use at home, and the district will work with families as necessary to ensure that all students are able to access internet service to support their learning.

Synchronous teaching and learning will be the standard practice for all classes each school day, and teachers will maintain the instructional pace necessary to complete the Pennsylvania Academic and Core standards for the various courses of study.

Our Remote Teaching & Learning Approach

We believe our school district’s mission can be effectively carried out in an online environment as we continue to collaborate with our community to meet the instructional, physical, and social-emotional needs of our students. This plan is designed to continue our students’ education as closely-aligned to that which they would experience in our brick-and-mortar schools for as long as it is necessary to maintain student and staff safety from COVID-19. Decisions about when to use this plan will be made in conjunction with our school board of directors and based on guidance from the Pennsylvania and Montgomery County Departments of Health, the Pennsylvania Department of Education, and/or state officials.



This document outlines our plan and includes an overview of the program, the tools to deliver the program, the expectations of students and families, and some valuable resources.

The Remote Teaching and Learning Approach

Curriculum & Instruction

Planned Instruction is the formal teaching and learning of planned courses. Within this process, teachers plan for the instruction of new concepts/skills aligned to grade level standards, assess student learning, and adjust instruction based upon student progress. Planned instruction provided by Special Education teachers may be different given the specific learning needs of an individual student.



Remote Teaching and Learning Guiding Framework:

Planned Instruction should be designed by applying the following components and guiding questions within the context of a remote learning environment.



Curricular Goals/ Standards

What do students need to know, understand, and do?



Assessment

What evidence will be used to assess student learning?



Resources

What tools and resources are available and accessible?



Instruction

How will instruction be delivered and students be supported?

As we look ahead to the 2020-2021 school year, the clear goal is to move student learning forward and deliver instruction that very closely approximates that which teachers plan for students when on campus. Clearly stated curricular goals and standards, the use of on-going assessments of student learning, the effective use of instructional tools and resources, and thoughtfully designed instruction, all contribute to effective teaching and learning process. Toward that end, teachers will continue to incorporate direct instruction, guided practice, independent practice, and differentiated instruction within their lessons.

Direct Instruction is the explicit teaching of a specific skill and/or concept(s). Although the teacher provides a high level of support and control, interactions and dialogue are the focus in this model. Direct Instruction is typically short in duration and often has concepts that are chunked to keep students interested, engaged and attentive. Often a teacher will have conducted a pre-assessment to have a better understanding of what their students already know about the content so that instruction can be efficient and effective.

In **Guided Practice**, students are given the opportunity to work more independently on the new learning with the guidance of the teacher. The teacher monitors for understanding and comprehension and provides immediate feedback. Teachers and students work together through the learning process. Often guided practice is not a “single event,” but rather, it is interwoven with direct instruction. Focus is placed on giving positive and instructional feedback. Students are encouraged to “fail forward” and learn from making mistakes.

During **Independent Practice**, students individually work on the skill or concept and are given the opportunity to demonstrate proficiency on the concept or skill. Students are practicing the concepts, analyzing and making sense of problems on their own. This is not an assessment of learning. Students are continuing to work through mistakes and learn. Independent refers to the level of support from the teacher. Independent practice may still occur cooperatively with other students. Scaffolds may be provided to support students who are struggling with the concept.

As teachers assess the learning needs of their students, it becomes necessary to support students where they are and employ **Differentiated Instruction** approaches to move their learning forward. The teacher uses assessments, both formal and informal, to determine students’ learning needs and tailor instruction to meet those needs. The goal is for teachers to use what they know about their students to be able to challenge students at the correct level of difficulty.

Regardless of whether students are learning in the classroom or at home, whole class discussion, whole class mini-lessons, teacher modeling, small group instruction, collaborative group work, independent work, formative assessment, and lesson closure are familiar instructional components that are evident in both learning environments.

A Synchronous Program

Wissahickon's Remote Teaching and Learning Program is a synchronous model. In this model, the teachers and students gather together at the same time and interact in *real time*. The synchronous model fosters a sense of classroom community within the virtual learning environment and offers students the opportunity to interact with classmates and the teacher on a regular basis.

In our synchronous program, the teacher will conduct synchronous lessons daily. During the day's lesson, the teacher will be working with the students in whole class settings, small group settings, and also during independent work times. Just as the teacher does not leave the classroom during instruction, the teacher remains with the class throughout the class period instructing, facilitating small groups, and supporting students as necessary. In many ways, the lesson structure will mirror very much what happens in the brick and mortar classroom. The teacher greets the students, introduces the lesson, orchestrates the components within the lesson, and closes the lesson just as the teacher would in the classroom. We know that it is the daily interactions among students and teachers that make a difference in terms of student engagement and motivation. In addition to the important social interaction between students and their teacher, synchronous lessons also provide much-needed structure and organization so important for our students.

There will be rare occasions where it will not be possible for a student to attend a synchronous session, just like there are times when a student is unable to attend classes in school. In these instances, the teacher will provide the student an opportunity to view the lesson at a time when there is adult support available or when the student is better able to view the lesson.

Beyond the synchronous daily lessons, teachers will assign home assignments to be completed outside of the class-time for students to practice and/or extend their learning.

Assessment of Student Learning, Feedback, and Grading

Assessing student learning, providing student feedback, and evaluating student work/performance will happen in the *Remote Teaching and Learning Environment* just as it does in the classroom.

In planning for the 2020-2021 Remote Teaching and Learning approach, we will follow our usual schedule of assessments – formative, diagnostic, summative, mid-terms, and standardized – to the extent that we are able to do so. On those occasions when assessments are administered, the teacher will establish the norms of the testing environment to ensure that students are able to demonstrate their learning.

In our efforts to advance students learning, feedback is a critical component of the teaching and learning process. It is important that students receive feedback on their work throughout the learning process. Such feedback can be provided during individual and small group work in class while other feedback is best provided individually to the student in a one-on-one conference.

In 2020-2021, just as in previous years, students will be evaluated three times a year at the elementary level and four times a year at the secondary level, all in keeping with our traditional grading system. As such, teachers will need to ensure that their students are benefitting from a complete and robust curricular program experience.

Special Education Supports for Students with IEP/GIEP, or Students with a 504 Plan

Special education services will be provided to students in accordance with their IEP (Individualized Education Program) through synchronous instruction. Special education teachers will develop an online schedule for live instruction for each student's identified area of need and at the frequency as outlined in the IEP. Live sessions will take place through Microsoft Teams.

- Scheduled sessions will be consistent each week.
- Paraprofessionals will participate in live instruction to provide reinforcement for students and will be available to meet virtually to support students.
- Related Services (Speech, OT, PT, Vision and Hearing) will provide services virtually in accordance with the IEP.
- IEPs will be made available to all staff through Infinite Campus.
- Progress monitoring will occur using the methods and frequency outlined in each student's IEP.

General Education and Special Education teachers are expected to provide accommodations, to the extent possible/appropriate, based on individual student plans (IEP/GIEP/504). General education teachers and special education teachers collaborate regularly to ensure access to the content for students with disabilities. Special Education staff, including special education teachers, gifted teachers, and 504 case managers, will be available to provide direct support to students and their families. Special education case managers will be in touch directly with the students on their caseloads and their families.

During periods of school closure or when students are learning in a virtual program environment, related services will be provided via Microsoft Teams, and the families of those students will be contacted regarding those procedures. In some instances, special education students with more complex needs will be offered "in-person" direct instruction to the extent that this is feasible given the pandemic and related restrictions.

During school closure, IEP/GIEP/504 meetings will be held virtually, via Microsoft Teams or by phone. Case managers will reach out to parents/guardians directly to review this process and to schedule meetings if necessary.



The Technology Instructional Tools

Tools Supporting Synchronous Teaching and Learning



The transition to Remote Teaching and Learning is dependent upon the use of technology tools to provide continuity of education. The district has identified specific technology tools that can be used to design and deliver Planned Instruction. Many of these tools are familiar to students and the use of a limited number of tools will enable the technology team to better support students, teachers, and families. The tables that follow identify the digital platforms and synchronous learning tools with a description of how teachers

and/or students could utilize the tool to continue teaching and learning in the remote learning environment. Additional instructional tools have also been identified, which can be incorporated to enhance synchronous lessons and increase student engagement.

Digital Learning Platforms

Seesaw (Grades K-3)

Students Can:

- Complete activities and assignments that include any combination of the following: videos (face only), photos, notes with/without audio, drawings, slides with text/ drawing/audio/video. This is done via the + tool or through the teacher-assigned activities.
- Upload documents for teacher/class viewing at teacher's discretion.
- Post to the class blog at teacher's discretion.

Microsoft Teams (Grades 4-5)

Students Can:

- Post responses to teacher prompts.
- Create discussions/conversations at teacher discretion.
- Post documents and turn in assignments.
- Access and edit the OneNote Class Notebook.
- Communicate privately with teacher via text, audio, video.

Schoology (Grades 6-12)

Students Can:

- Access course materials, links, assignments, discussions, resources, etc.
- Post responses to the teacher prompts.
- Post documents and turn in assignments.
- Access and edit the OneNote Class Notebook.
- Communicate privately with teacher.
- Take assessments.

Synchronous Instructional Tools

Nearpod and Pear Deck (Grades K-12)

Students Can:

- Interact with the teacher-delivered lesson synchronously with the teacher and other students.
- Respond to teacher-directed questions, participate in polls, complete drawings, and complete other activities real-time.
- View their responses and the responses of classmates at teacher discretion.

Microsoft Teams (Grades K-12)

- Connect with teachers, fellow students, and administrators in a video-conference format.
- View up to 9 participants on the screen at one time. (Expansion to 49 is expected soon.)
- Interact with others on the call via video, audio, text chat, polling, and hand-raising (at the teacher's discretion).
- Participate in calls via Outlook invite (secondary only) and "Meet Now" options within Teams channels.

Additional Instructional Tools

In addition to the technology tools listed above, there are some other tools that our teachers and students will use to support their learning. These tools provide additional ways for students to engage in learning.

Edpuzzle	Gimkit	Kahoot
Quizziz	Microsoft Forms	Padlet
Wizerme	Online Textbook Resources	Microsoft OneNote
Clever (Student Portal		

Creation Tools

In addition to the technology tools listed above, there are some other tools that enable our students to create and showcase their learning.

Camera App	PowerPoint	Windows
Flipgrid	Screen Casting	Video Editor
Loom	Moviemaker	Sway

Video-Conferencing & Family Educational Rights and Privacy Act (FERPA)

Wissahickon Parents and Guardians,

During this difficult time, the Wissahickon School District is committed to providing continuity of education, planned instruction, and appropriate, reasonable, flexible and accessible services for all students in our school district while also ensuring that students stay safe during the COVID-19 pandemic. One method that the district has offered to do this is virtual/online classes where your child will participate remotely in live or recorded instruction and instructional activities that is occurring in an in-person class in the district. The district has made reasonable efforts to ensure that such virtual instruction is confidential and access is limited to students in the assigned classes. However, most of this instruction will be provided in a group format and when this occurs students participating in virtual instruction will be able to see other students in the virtual instruction and may be able to see students attending in person instruction. In addition, the district is unable to control who else may be in the room in which other students receiving this instruction remotely, including other family members or others who are living with the other students, who may observe the session and what other students are in the group.

Therefore, the district expects that all families who enroll their children in virtual classes will review and implement the following guidelines and expectations to ensure the confidentiality rights of all students are protected during instruction and that all students are able to participate fully in instruction. By having your child participate in virtual instruction, you are accepting and agreeing to the conditions outlined in this letter.

- Parent shall make every effort to ensure that no one other than the student assigned to participate in the virtual instruction can see or hear the virtual instruction.
- If parental or other third-party involvement in a virtual class is necessary to enable a student to participate, the individual assisting the student shall not re-disclose any personally identifiable information about any student involved in the virtual activity or who is participating in the in-person session and shall identify themselves to the instructor at the beginning of the session.

- If the parent's electronic equipment malfunctions in any way, the planned virtual class will continue as scheduled. Student may view the recorded class at a later date.
- The District will be recording most classes and students are advised that they have no reasonable expectation of privacy during class sessions. Copies of the recordings will be available to all students to view or review for 7 days after the class at which time they will automatically be deleted. Parents and students are prohibited from recording classes or copying recordings of classes without prior written permission. All students, including students who attend the class in person or virtually, will have the ability to review recordings of the classes and each teacher will notify their class how long such recordings will be available and how to access the same. Students are advised that they have no reasonable expectation of privacy to events that occur during class.
- As the parent/guardian of your child, you waive any privacy rights provided for under FERPA that would prevent the disclosure of information to third parties without consent limited to any inadvertent disclosure that may occur by virtue of others individuals being present with students in group sessions while the students are receiving instruction. As noted above, while the district has requested that all parents limit who will be able to see or hear the virtual sessions, the district cannot guarantee that all families will comply with this request and some students may need a family member to assist them in accessing the class.
- Parent shall have an obligation to ensure that students enrolled in virtual instruction attend scheduled virtual instruction and activities consistent with the district's attendance policy and students who fail to do so will be subject to truancy. Students will be obligated to attend virtual instruction in the same way they would be required to attending if attending in person classes.
- Students who attend virtual instruction shall be responsible to complete all assignments and assessments assigned by the teacher just as if they attended the class in person.
- Students who attend virtual instruction shall be required to comply with the student code of conduct and student handbook at all times that they are attending virtual instruction or participating in virtual instructional activities and assessments and may be disciplined for the failure to do so.
- Students will be provided with a device to participate in remote instruction, which is expected to be used for participating in remote instruction and completing school work. Parents and Student are advised that they have no reasonable expectation of privacy for programs used on or information/material stored on the device. All material on the device is subject to review by school staff, include through remote means. If there is a police request, the District may provide access to the device and network accounts associated with the Student's use of the device. In addition, the District reserves the right to access the device remotely to update any programs and/or provide IT support for the device and will make reasonable efforts to notify the Student or Parents prior to this occurring. Students shall be required to comply with District Policy 256 related to Acceptable Use of District Information and Telecommunications Resources by Students in the use of said device and may be disciplined for failure to do so to the same extent as if said Policy were violated in the school setting.
- Student and Parents are advised that the device remains the property of the District and Student is expected to use due care in the use and handling of the device. Should the device not be returned at the

close of the school year or be damaged due to failure to use reasonable care, the District reserves the right to demand that Parents or Student pay for the cost of replacing the device.

By accepting and using the district-issued device, you agree to the terms as included in this communication. If you should have any questions or concerns regarding this notice, please email your principal at your convenience.

Remote Teaching & Learning Etiquette

In order to ensure a safe and orderly remote teaching and learning environment, teachers will establish classroom protocols for the virtual classroom. Students will be expected to follow the procedures established so that a productive learning atmosphere is in place for all members of the classroom community. Our Wissahickon School District Code of Student Conduct applies in the virtual setting just as it does in the brick and mortar setting.

Accessing Technical Support During Remote Teaching & Learning

If you need tech support, please provide as much information as you can about your problem so that we may expedite the solution. Students should know their usernames and passwords for online resources. If you need login assistance, please contact your child's teacher. Please do not submit a help request for this information.

Issues with laptops, software and online resources are inevitable. Some platforms may have global issues affecting a large number of users, and others may be specific to one or two. Support tickets will be the most efficient method for describing the problem so a technician can resolve it quickly.

Specific guidance on how to access technical support and tips for our most commonly used tech tools are posted on the District's COVID-19 webpage under "Technology Support for Distance Learning". This page is easily accessed at <https://www.wsdweb.org/covid-19/technology-support>, and it is frequently updated.

Remote Support – District technicians will have the ability to initiate a remote-control session to support students with technical problems. The remote session cannot be started without the student or parent approving or initiating the remote-control session through the software. During this time, the technician will be able to see anything running in any program visible to the student.

Once established, we will provide families with a schedule of "drive-through" tech pick-ups and drop-offs for computer device repairs. Similarly, we will also provide a phone hotline for use when a family does not have access to enter a help ticket.

Expectations

Expectations of Students

Daily Attendance

Daily school attendance is as important when learning at home just as it is in the school. All K-12 students must comply with the Pennsylvania Department of Education's compulsory attendance requirements. At the elementary level (K-5), attendance will be taken at the start of the school day and monitored throughout the day. At the middle school level and high school level, attendance will be taken in each class throughout the day.

In the event that your child is absent from school, either for a part of the day or the full day, parents/guardians are expected to write a note. Once the school receives the note (no more than 3 days following the absence), the absence will be marked, “excused.” If we are in the Remote Teaching & Learning environment, e-mail notes will be accepted. ***Absence notes for elementary students*** should be sent via e-mail to the classroom teacher and attendance clerk at the school. ***Absence notes for the middle and high school students*** should be sent via e-mail to the attendance clerk in the main office.

School Attendance Clerks and E-Mail Addresses

Blue Bell Elementary School	Deborah Abbott	dabbott@wsdweb.org
Lower Gwynedd Elementary School	Joyce Lunch	jlynch@wsdweb.org
Shady Grove Elementary School	Michelle Simpson	msimpson@wsdweb.org
Stony Creek Elementary School	Annmarie Getzfread	agetzfread@wsdweb.org
Wissahickon Middle School	Jennifer Virtu	jvirtu@wsdweb.org
Wissahickon High School	Nikki Crawford	ncrawford@wsdweb.org

Care of Technology

Each Wissahickon student is provided with a computer device for use when the district is in the Remote Teaching and Learning Environment. This device is the student’s connection to the classroom, classmates, teacher, and learning. There have been supply chain problems with computing equipment and replacement parts. For this reason, it is important that the student takes good care of the device and uses it in compliance with the District’s Acceptable Use Policy.

Participation

Whether a student is learning in the classroom or at home, active participation is an important factor in the learning process. Students are encouraged to actively participate in class discussions, collaborative group work, and hands-on learning opportunities. Such participation serves to reinforce and deepen student learning.

Completion of Work

Student work is an important representation of learning. Through a review of student work, teachers are better able to assess student understanding of a specific concept, skill, or process. Completion of assignments and projects are important to the learning process, and they are expected to be completed by the established due dates as per the teacher’s directions. Grading standards remain consistent with those when we are in school.

Communication with Teachers

During the period of Remote Teaching and Learning, communication between home and school is critically important for assuring that a student’s learning needs are being met. On-going home and school communication can be accomplished through the use of e-mail as well as phone/video conferencing using Microsoft Teams (scheduled through Outlook).

E-Mail Communication

If a student or parent has a question or concern for the teacher, they should e-mail the teacher or send a Schoology message. Outside of the teacher’s office hours and regular school hours, teachers are expected to respond to e-mails within 24 hours.

Daily Office Hours

In some instances, e-mail messaging may not answer the question or resolve the issue. Teacher Office Hours can be scheduled during the teacher's professional period. Please be aware, teachers also use their professional periods to attend school and district meetings, so it is important to schedule a time convenient for both you and the teacher.

School	Teacher Office Hours
Blue Bell Elementary School	3:20-4:05
Lower Gwynedd Elementary School	3:15-4:00
Shady Grove Elementary School	3:15-4:00
Stony Creek Elementary School	3:20-4:05
Wissahickon Middle School	8:00-9:00
Wissahickon High School	7:45-8:45

These are the times for parents or students to have their questions answered or misunderstandings clarified. It is also a time for the teacher to help the student or a small group of students with their work. If the parent or student(s) need additional support, the teacher should schedule a Microsoft Teams Conference via Outlook with the parent (elementary) or with student(s) (secondary) to address the concern. Since the professional period is also used by teachers to attend school and district meetings, students and parents are encouraged to schedule an office hour session with the teacher in advance.

Expectations for Parents and Guardians

We understand that the Remote Teaching and Learning Environment can be challenging for some learners, especially during the current COVID-19 pandemic. Your primary role as a parent during this time is to ensure that your child is safe and supported during a school closure. Please know that your child's teachers and administrators are available to support them and your family as we navigate this period of time, so feel free to contact us as needed. Below are some things that you can do to support your child and create a conducive environment for Remote Teaching and Learning:

- Look for parent communication updates.
- Ensure that your child attends school daily.
- Make sure that your Infinite Campus *Contact Information* is up-to-date.
- Ensure that your child attends live instructional sessions which will occur via Microsoft Teams during the appropriately scheduled time for each class period. School attendance and truancy guidelines are also in effect in the virtual environment.
- Establish an appropriate location for learning (quiet, comfortable, etc.).
- Help your child establish a daily routine for working on each subject for the day.
- Communicate with your child's teachers as questions/concerns arise.
- Encourage your child to complete assignments and to turn in work on time.
- For technical support, you can access the Technology Service as described on page 15.

Resources

Student Well-being Supports

As all of us face the reality of this pandemic, we understand that this can be stressful for our students and their families. As a school district, we strive to establish a learning environment where all students can continue their academic progress, promote a strong sense of community for our students, and support students' social and emotional well-being. Our Wissahickon School Counselors can be of tremendous value during these times, and parents are encouraged to take advantage of the various resources available to support students and families. Please visit our School Counselors webpage (<https://www.wsdweb.org/departments/student-services/counseling>) and click on your particular school for resources appropriate to your child. Should you have any questions in this realm, you are encouraged to contact your child's counselor.

Elementary Counselors

Blue Bell	Phyllis Burke	pburke@wsdweb.org
Lower Gwynedd	Jessica Moon	jmoon@wseweb.org
Shady Grove	Rebecca Twiford	rtwiford@wsdweb.org
Shady Grove	Donna Wolfert	dewolfert@wsdweb.org
Stony Creek	Janice Walsh	jwalsh@wsdweb.org

Middle School Counselors

Wissahickon Middle	Rebecca Agler	ragler@wsdweb.org
Wissahickon Middle	Gus Baldassano	gbaldassano@wsdweb.org
Wissahickon Middle	Steve Ebert	sebert@wsdweb.org
Wissahickon Middle	Suzanne Romano	sromano@wsdweb.org

High School Counselors

Wissahickon High	Stacy Anderson	sanderson@wsdweb.org
Wissahickon High	Cailin Diebolt	cdiebolt@wsdweb.org
Wissahickon High	Felicia Glover	fglover@wsdweb.org
Wissahickon High	Antoinette Perrotta	aperrotta@wsdweb.org
Wissahickon High	Marissa Samit	msamit@wsdweb.org
Wissahickon High	Vincent Yasenachak	vyasenachak@wsdweb.org

Our Safety Plan

For all matters related to Wissahickon's Fall Reopening Plan, our school district website has a wide variety of documents available to the community. As pandemic-related guidance is forever changing, this is the best site to visit for the most current information. Click on the link for more information: <https://www.wsdweb.org/covid-19/fall-re-opening-plan>.

School Events

As of this writing, all large school events (e.g. assemblies, concerts, etc.) have been canceled as per current guidelines from the Governor. Should these guidelines change, we will keep you updated as to how such a change might impact large school events in the future.

Contact Information

In the event that you have questions or concerns relative to your son's/daughter's remote teaching and learning experience, you should first reach out to the teacher and/or counselor. If your question is not answered or concern is not addressed after such communication, feel free to e-mail the school administrator.

School	Principal	E-Mail Address
Blue Bell	Dr. Concetta Lupo	clupo@wsdweb.org
Lower Gwynedd	Dr. Matthew Walsh	mwalsh@wsdweb.org
Shady Grove	Dr. Jason Bialka	jbialka@wsdweb.org
Stony Creek	Ms. Paula Sasin	psasin@wsdweb.org
Wissahickon Middle School	Ms. Beth Bauer	ebauer@wsdweb.org
Wissahickon High School	Dr. Lynne Blair	lblair@wsdweb.org