

THE WISSAHICKON SCHOOL DISTRICT

Continuity of Education Plan

March 2020

School District	Wissahickon School District
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Goal of Plan

This plan supports the Wissahickon School District's efforts to continue *planned instruction* during the current school closure. As a result of Governor Wolf's order that all residents in Pennsylvania stay-at-home and the resulting school closure, it is our district's intention to develop a Continuity of Education Plan in an effort to maintain the integrity of the teaching and learning process for all Wissahickon students.

The Wissahickon School District intends to implement its Remote Teaching and Learning Plan beginning on Monday, March 30, 2020. The plan includes a range of student learning experiences, some that maintain and enrich previously learned skills and strategies, (*enrichment and review*), as well as advance learning by progressing through the curricular standards (*planned instruction*).

Throughout this school closure, it is critical that instruction for student learning be designed in such a manner that is manageable and accessible for students while working from home, consistent across grade levels at each school and within content disciplines, and flexible for families who must balance their own work requirements and home lives. Planned lessons should rely upon teaching tools and instructional resources that are familiar to students. Throughout this period of Remote Teaching and Learning, teachers are expected to plan collaboratively and emphasize in their planning and teaching the essential skills.

We realize that learning in this modified, digital environment will alter the scope and sequence of what we can accomplish and we may need to modify curricular goals and objectives accordingly.

Overview of Plan

As our local community faces the challenges imposed by this COVID-19 pandemic, the school district's primary focus will be to support our students' academic progress and emotional wellness. In this effort, the district must be sensitive to the very real challenges that our families are facing during this unprecedented time. As the district introduces its plan on March 30, it does so with a varying intensity of learning. Recognizing that our students have been out of school for just over two weeks, the majority of our initial lessons will be familiar and accessible for our students (*enrichment and*

review) with some new learning (planned instruction). Following Spring Recess, our teachers will move learning forward by focusing on the core and academic standards deemed most important and essential for advancement to the next grade level.

Expectations for Teaching and Learning

As students and teachers navigate this new world of teaching and learning, it is important that teachers monitor closely and periodically check-in with their students. Students are expected to complete assignments and turn them in by the due dates established. Teachers are expected to review student work, assess the quality of the work, provide feedback and guidance as to how the work might be further enhanced, and to support the student in advancing their skills and understandings. Since lessons will be both *asynchronous* and *synchronous* in format and accomplished remotely, the student work serves as a formative tool to inform the teacher's instruction. The use of both asynchronous and synchronous learning considers the reality that not all students will be able to access and participate in live sessions. For this reason, the teacher's daily office hours are an important aspect of our remote teaching and learning model and provide the opportunity to promote student learning at a time convenient for both learner and teacher. District teachers will continue to adhere to approved curriculum documents. The prioritizing of grade level or course standards will determine the critical standards that will be emphasized as a result of the disruption. Modifications to the scope and sequence of all work and the use of varied assessments are critical for online success. Differentiation and student supports will also be appropriately provided.

Communication Tools and Strategies

District Level Communication with the Community

The Wissahickon School District has communicated with the community – students, parents, staff, faculty, and administration – on a regular basis. The Superintendent has prepared daily updates to our community providing much needed and appreciated information relative to the COVID-19 crisis and its impact on the educational community and beyond. The Assistant Superintendent has provided regular and on-going communication to both faculty and families regarding our Remote Teaching and Learning approach. These communications have been sent using either School Messenger (community messaging) or Microsoft Outlook (district staff). Additionally, the district's website includes dedicated pages specifically designed to keep the entire Wissahickon community well-informed regarding the crisis and our response to that crisis in terms of our Remote Teaching and Learning efforts.

Communication with Students and Parents

During this period of Remote Teaching and Learning, communication between home and school is critically important. Every effort will need to be made to assure students and parents that the students' learning needs are being addressed. All teachers will set aside two hours daily for office hours, one hour before noon and one hour after noon. Teachers are expected to check e-mail during office hours and throughout the day. A timely response is especially important during this school closure, and all e-mails should be answered within a 24-hour period.

Access (Devices, Platforms, Handouts)

In this remote teaching and learning environment, technology provides many learning opportunities for our students. Our secondary students (6-12) each have their own district-assigned laptop, and the students have the advantage of familiarity with Schoology, their digital classroom platform.

Unlike our secondary students, those at the elementary level do not have a district-assigned laptop. Given the extended school closure, it was necessary that we explore options to put laptops into the hands of those students who do not have a computer at home. The district provided 200 laptops to students/families in this situation.

In the event that the family does not have internet access, their smartphone will be the primary vehicle for the teacher and parent to share lesson materials and send student work. Should this prove too great of a burden, the teacher will adapt the lesson and related assignment for the student to complete.

As teachers plan their lessons for remote teaching and learning, they are to use the tools that are listed below. All of these tools have been vetted by our technology department and are familiar to many of our students.

Elementary Schools	Middle School	High School
Digital Classroom Platforms		
SeeSaw (K-5) Microsoft Teams (3-5) w/OneNote	Schoology	Schoology
Video Tools for Use with Students		Video Tools for Use by Teachers
FlipGrid (K-12) Camera App (3-12) PowerPoint Screen Recording (3-12)		FlipGrid (K-12) Camera App (K-12) Loom.com (K-12) PowerPoint Screen Recording (K-12)
Additional Instructional Tools for Learning Activities		
Brainpop – Edpuzzle - Kahoot/Quizziz – Padlet - Microsoft Forms - Sway		

Staff General Expectations

While working from home, it is expected that teachers' usual workday hours are maintained during this period of Remote Teaching and Learning for responding to e-mail, fielding calls, and meeting collaboratively with colleagues as required. The teacher work day will continue as follows:

- Blue Bell Elementary School 7:55-3:25
- Lower Gwynedd Elementary School 7:50-3:20
- Shady Grove Elementary School 7:50-3:20
- Stony Creek Elementary School 7:55-3:25
- Wissahickon Middle School 7:25-2:55
- Wissahickon High School 7:30-3:00

With Remote Teaching and Learning, the teacher's day will look quite different. Since the majority of instruction will be in an asynchronous format (non-live interactions with students), the teacher has considerable flexibility in organizing their day. These are the components of the teacher's workday.

- Planning and Instruction
- Office Hours for Home and School Communications (Student & Teacher / Teacher & Parent/Guardian)
- Professional Collaboration
- Grading of Work / Assessments
- Professional Development (Focus on Remote Teaching & Learning Approaches and Tools)

Student Expectations

Over the course of this Remote Teaching and Learning experience, students will engage in a combination of learning experiences: *enrichment and review* and *planned instruction*.

At the elementary level (K-5), students will engage in English-Language Arts, Mathematics, and either Science or Social Studies. Additionally, they will have one of their Encore classes (art, guidance, health and physical education, library, S.T.E.M., music).

At the secondary level (6-12) where students are registered for 8 courses, their instructional day will feature four courses on one day (Blue Day), and the remaining four courses on the next day (Gold Day). Each student instructional day will continue along following that pattern.

Students are expected to check their class assignments daily and complete work assigned consistent with teacher-established due dates. If the student and/or parent needs to communicate with the teacher to better understand the assignment or have other questions or concerns relative to the assignment, the student/parent is expected to reach out to the teacher for assistance.

Overall, each student is expected to spend approximately 4 hours daily on their lessons and related assignments. The tables below indicate the subjects/courses that the student will engage in as well as the expected amount of work time associated with each content.

Elementary School Student Work Day	Reading* / English Language Arts / Independent Reading		90 Minutes
	Suggested Brain Break/Exercise Activity (e.g. Go Noodle)		30 Minutes
	Mathematics*		60 Minutes
	Science OR Social Studies		30 Minutes
	Encore <ul style="list-style-type: none"> Monday is Art. Tuesday is General Music. Wednesday is Library/S.T.E.M. Thursday is Health and P.E. Friday is Guidance. 		30 Minutes

Middle School Student Work Day Alternating Days	Blue Day	English Language Arts*	50 Minutes
		Social Studies	50 Minutes
		Health and Physical Education	50 Minutes
		Unified Arts	50 Minutes
		WMS – Band & Strings	30 Minutes
	Gold Day	Mathematics*	50 Minutes
		Science	50 Minutes
		Health and Physical Education	50 Minutes
		World Language	50 Minutes
		WMS – Band & Strings	30 Minutes

High School Student Work Day Alternating Days	Blue Day	Course 1	50 Minutes
		Course 2	50 Minutes
		Course 3	50 Minutes
		Course 4	50 Minutes
		AM NMTCC will complete NMTCC work on Blue Days	
		Course 5	50 Minutes

	Gold Day	Course 6	50 Minutes
		Course 7	50 Minutes
		Course 8	50 Minutes
		PM NMTCC will complete NMTCC work on Gold Days	

* Additionally, Math and Reading Intervention Support will be provided separately during scheduled sessions with students.

Attendance / Accountability

Attendance

Student participation in the remote teaching and learning plan is required. Attendance will be taken through weekly check-ins and through the completion of academic assignments.

Accountability

In light of the circumstances and the challenges presented in teaching and learning remotely, we have adjusted our grading protocols as indicated below. We are confident that this approach will allow students and teachers to make learning the primary focus and reduce any stress levels that students and families may be experiencing due to the current COVID-19 crisis.

Elementary Schools

- For our K-5 students, the schools will issue a modified third trimester report card. Teachers will be focused on the more essential Pennsylvania standards and limit their assessment to those specific standards.
- Teachers will continue to assign, collect, and review work; they will provide students with both feedback and guidance on work collected.

Middle School

- For our 6-8 students, the school will issue a modified fourth quarter report card. For all courses, students will receive either a “Pass” or “Fail” grade based on their participation in the learning process and their completion of work.
- Teachers will continue to assign work, review and assess the work, and provide feedback and guidance to advance student learning.

High School

- For our 9-12 students, the school will issue a fourth quarter report card modified as follows. Final exams will be waived. Midterm exams will count for 10% of the end-of-year grade, and each of the four marking periods will be weighted 22.5%.
- Teachers will continue to assign work, review and assess the work, and provide feedback and guidance to advance student learning.

Good Faith Efforts for Access and Equity for All Students

The Wissahickon School District is committed to ensuring the success of each and every student. In this world of remote teaching and learning, we fully recognize that all of our families will face different challenges during this time of school closure. As a school community, all of the resources typically available during the school day will still be available to students remotely. Students/Parents are encouraged to seek support from our teachers, counselors, and administrators so that together we can address concerns and problem-solve together. The Wissahickon Team is here for you!

Special Education Supports

All efforts will be made to implement each student's Individualized Education Plan and to provide a free appropriate public education to the best of our ability during this crisis.

Special education support/services and related services will be provided to students in a variety of formats commensurate with student need and considerate of parents' preferred approach. Students who are eligible for paraprofessional support will receive the support daily via an online video technology tool. All special education personnel will conduct check-in/academic support/study support periods for students to access additional supports; collaborate with the general education teachers on lesson modules to provide modifications and accommodations to the instruction; and hold IEP/Evaluation/Re-evaluation meetings.

Learning plans will focus on the following aspects: 1) direct instruction lessons focusing on goals of individual students; and 2) modifications/accommodation to the general education curriculum modules.

Board Certified Behavior Analysts, School-certified Nurses, and Guidance Counselors will be available to students and families via a video technology tool for support when needed. Board Certified Behavior Analysts and Guidance Counselors will also have access to push into virtual classrooms, hold individual student sessions, provide integrative services and provide video training for care-givers.

Parents or guardians with concerns or questions should contact their child's Special Education teacher.

EL Supports

EL students will receive language instruction and learning activities provided by the ESL Specialists through district approved technology tools both asynchronously and synchronously. ELD support will also be provided by the general education teachers through the delivery of their daily lessons and learning activities, utilizing differentiation and modification to meet the needs of ELs. Resources, including Rosetta Stone, Learning AZ/RazKids, Newsela, and curricular content resources, will enable ELs equitable access to the learning of grade level concepts and skills while continuing to develop language skills. Translation resources, such as TransPerfect and Microsoft Teams translation will be utilized to support communications with EL parents. Parents with questions about their EL student should email their child's ESL teacher.

Gifted Education

Gifted Education support/services and related services will be provided to students in a variety of formats commensurate with student need and considerate of parents' preferred approach. All gifted support personnel will hold Evaluation/GIEP meeting virtually with parents and school team. Student who are eligible for a third-party distance learning opportunity will continue to with their program.

Learning plans will focus on following aspects: 1) Enrichment/Acceleration lessons focusing on goals of individual students, seminars and course curriculum; and 2) Enrichment/Acceleration to the general education curriculum modules. Gifted personnel will provide at least weekly check-ins with all students either individually or in group session.

Parents or guardians whom may have concerns or questions should contact their child's Gifted Education teacher.

Building/Grade Level Contacts

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

Resource Links

COVID-19 Resources and Information

<https://www.wsdweb.org/covid-19/covid19-updates>

Teaching and Learning Resource Center

<https://www.wsdweb.org/covid-19/teaching-learning-resources>

Technology Support for At Home Learning

<https://www.wsdweb.org/covid-19/technology-support>