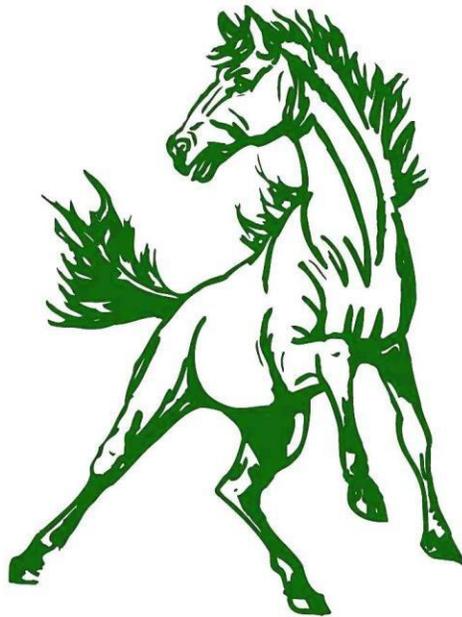


West Perry School District



Continuity of Education Plan

April 1, 2020

Contents:

Purpose of the Continuity of Education Plan..... 3

Overview of the Plan..... 3

Expectations for Teaching, Learning, and Accountability.....4

Communication Tools and Strategies...6

Access (Devices, Platforms, and Handouts)..... 7

Staff General Expectations.....8

Student and Parent Expectations..... 9

Attendance...9

Good Faith Efforts for Access and Equity for All Students..... 10

Special Education Supports... 10

English Language Learner Supports...11

Gifted Education.....11

Building/Grade Level Contacts..... 11

Resources 12

Purpose of the Continuity of Education Plan:

The goal of this plan is to address the significant challenges that families in our footprint will experience during the COVID-19 school closure as the West Perry School District plans to implement continuity of education. This plan will serve as the primary tool to communicate supports and expectations to all stakeholders.

Overview of the Plan:

In support of our mission and vision, even during this unprecedented school closure, The West Perry School District (WPSD) will continue to work with students, their support systems, and the wider community to implement both planned instruction and enrichment activities.

Planned instruction is based on prioritized goals and will be supported by direct access to teachers either by videoconference or by telephone. The scope and nature of expectations for each student will be driven largely by the expected independence with which they can work, the prioritization of the curriculum, and the limit to technology resources.

Planned instruction assignments will be assessed and reported on fourth marking period report cards. In order to receive grade and credit, students must regularly meet with teachers and complete these assignments.

Enrichment activities will also be offered in most grades and in some courses. These will be suggested supports that students may access in order to maintain skills, or to assist Parents/caregivers in engaging students in the home. Enrichment activities will not be graded and are not required for grade or credit requirements.

This plan details expectations for students and teachers, and supports for technology, special education, and English learners. This plan will be implemented until the COVID-19 closure ends. If students are able to return to school physically, a transition plan will be communicated to all stakeholders that outlines the interface between the expectations set forth in this plan and those that govern the traditional school year.

Expectations for Teaching, Learning, and Accountability:

Each Friday, teachers will post to a predetermined place, the planned instruction for the coming week. Students will work at their own pace during the week to complete the activities within the allotted time. Teachers will arrange with Parent/caregivers, or with students directly, for individual or small group conferences. These may be held during mutually agreeable times between Tuesday and Friday each week.

A calendar for planned instruction is provided in the resource links below.

Planned instruction will be determined by grade level:

Pre-Kindergarten

Teachers will provide Parents/caregivers with supports for engaging students in learning activities that meet Early Learning Standards. Teachers will communicate with students for at least 30 minutes per week either by videoconference or telephone. Communication will be arranged through the Parent/caregivers with maximum flexibility for date and time.

Elementary (K-5)

Teachers will provide Parent/caregivers with expectations for learning on Friday afternoons that will describe the planned instruction that will begin the following Monday. Recorded video instruction in math, and expectations for reading will be included in the planned instruction and will be posted to each teacher's website.

Teachers will communicate with students for at least 30 minutes per week either by videoconference or telephone and communication will be arranged through the Parent/caregivers for grades K-3. Teachers in grades 4 and 5 will initially work with Parent/caregivers to determine whether communication will occur with Parent/caregivers or directly with students. In all cases, communication will provide for maximum flexibility in date and time.

Paper copies of work will be created to support math initially. However, reading materials may follow. Math packets will be companion material to video lessons and teacher conferences. Parent/caregivers will be asked to pick up paper packets during the week of March 30 and April 6. The initial packet will include materials for approximately 5 weeks.

At the end of each week, teachers will provide Parent/caregivers with a summary of student progress for the week that will include:

- Dates and times of student communication
- Supports /Barriers
- Evidence of Work Completed
- Progress toward Learning Objectives
- Additional Comments

At the end of the fourth marking period, each teacher will give a final assessment of student progress for the marking period:

1. Adequate Progress
2. Some Progress/Remediation Recommended in these areas:
3. Did Not Participate/Did Not Make Adequate Progress

Teachers will follow up with recommended remediation beginning in Fall 2020. Parents of students who did not participate or who did not make adequate progress will meet prior to Fall 2020 to determine appropriate grade placement for the 2020-2021 school year.

Secondary (6-12)

A prioritized syllabus has been prepared for each course. These detail the most important standards and instruction required in each course to advance student knowledge and skills. A link to all syllabi will be posted on the teacher's webpage of the WPSD website.

Each teacher will provide students with expectations for learning on Friday afternoon that will describe the planned instruction that will begin the following Monday. Links to recorded videos will be included for planned instruction along with any assignments that are required. Parents/caregivers whose email address is known, will be invited to receive Google Classroom notifications so that they are aware of the instruction and assignments.

Teachers will communicate with students each week. Each teacher will have two hours of "office time" each day for 2 periods on their schedule. The times for office hours will be posted in Google Classroom and will vary by teacher. Teachers will also be available to students via email and individual conferences as arranged.

Tuesday Period 1 and 2
 Wednesday Period 3 and 4
 Thursday Period 5 and 6
 Friday Period 7 and 8

A summary of points accumulated for attendance, effort, and accuracy will be posted to PowerSchool by Monday at 5:00 PM following a week of instruction using the following scale:

Category	1	2	3	Category Score
Attendance/ Effort	One assignment submitted Assignment incomplete	All assignments submitted Assignments incomplete	All assignments submitted All assignments complete	/3x2= /6
Accuracy Score (weekly average)	25-50% average	51-69% average	70-100% average	/3
Total Grade				/9

Students who do not complete work will be given a grade of incomplete and will be contacted by a counselor or building administrator.

Communication Tools and Strategies:

One-way Communication:

Parents/caregivers will be notified of any important announcements with phone calls and emails, using the School Messenger alert notification system. Print documents of these announcements will be added to the [WPSD's website on the COVID-19 page](#). The Announcements and FAQ links on this page will contain the most up to date information available.

Parents/caregivers whose primary language is other than English will receive translated documents via email.

Two-way Communication:

WPSD will continue to use surveys to request Parent/caregiver feedback. After April 14th, principals will send feedback surveys to determine how well the CoE Plan is working and whether adequate supports are in place.

Parents/caregivers will continue to use the emergencysupport@westperry.org email address to notify WPSD of any concerns that require immediate attention.

Access (Devices, Platforms, and Handouts):

WPSD will assist families as much as possible in reducing barriers, but is unable to provide internet to each home.

Because many families will experience some technology barriers, WPSD is using multiple strategies to reduce the consequences students will face if they do not have access to planned instruction.

Grade Span	Required for Instruction	Device Requirements	Estimated Minimum Daily Time for Internet Use	Scheduled Teacher Communication
PreK	Paper packets and toolkit provided	None	None	Telephone Google Meet Other as arranged with teacher
K-5	Paper Packets Eureka Math Videos	Smartphone Xbox or Playstation with Web browser Kindle Chromebook Tablet Device	30 minutes per day Time is flexible	Telephone Google Meet Other as arranged with teacher
6-12	Google Classroom	Chromebook Tablet Device	150 minutes per day Time is flexible, except for office hours	Telephone Google Meet Other as arranged with teacher

Considerations for Technology Limitations

1. Students at the elementary will have minimal expectations for technology use. The district will work with those who are unable to connect to the internet at all. Elementary students will receive paper materials for math at least, and plans are being made for reading.
2. Hotspots will be provided at district buildings. Exact locations will be posted on the FAQ
3. Instructional schedules are flexible, allowing for families to drive to a building, join a hotspot, and download materials needed for several days onto a Chromebook. Each instructional week will include a weekend pre and a weekend post instruction to allow families time to drive to a building hotspot if needed.
4. Students will be able to have contact with teachers via telephone, if videoconferencing is not possible.
5. Elementary teachers will post assignments via a link to their websites
6. Secondary teachers will post assignments to their Google Classrooms. Parents/caregivers whose email address is known, will be invited to receive Google Classroom notifications so that they are aware of the instruction and assignments.
7. Chromebook deployment will begin the week of March 30 for families who require additional technology access.

[Chromebook Deployment Plan](#)

Staff General Expectations:

[Expectations for Elementary Teachers](#)

[Expectations for Secondary Teachers](#)

[Expectations for Special Education Case Managers](#)

[Expectations for School Counselors](#)

[Expectations for School Nurses](#)

[Expectations for Home School Visitor](#)

[Expectations for School Psychologists](#)

[Expectations for Paraprofessionals](#)

Student and Parent Expectations:

The following are student expectations:

1. Complete weekly assignments in a timely manner, according to the calendar
2. Meet with teachers during office hours and contact teachers for additional help (secondary)
3. Participate in meetings that their Parent/caregivers have arranged with their teachers (elementary)
4. Contact teachers or other appropriate staff when they are experiencing barriers to completing assignments (secondary)
5. Use district technology resources according to the Acceptable Use Policy (Policy 815)

The following are Parent/caregiver expectations:

1. Support students in completing assignments
2. Communicate with appropriate district staff when experiencing barriers
3. Complete Principal feedback surveys
4. Set aside time for students to meet with their teachers, particularly if they need to use your phone (elementary)

Attendance:

Planned instruction during the COVID-19 closure will be asynchronous. This means that students will not be expected to participate in instructional activities at the same time as their teachers or classmates. Students will be able to work at their own pace. Recognizing that internet access will be a barrier for some families, WPSD will not issue citations for failure to attend.

Attendance will be determined by whether or not students are turning in assignments according to the planned instruction calendar. If students do not meet these expectations, Parent/caregivers will be notified and plans will be implemented for make-up work.

Good Faith efforts for Access and Equity for All Students:

This plan is developed with the presumption of good faith effort of all stakeholders. Understanding that the current school closure is unprecedented, and that the challenges presented in educating students at home may be beyond resolution in the short-term, the West Perry School District is committed to working with families to provide instruction and support despite the obstacles. In writing this plan, considerations were made for all learners, but especially for those who will be most at risk due to their age, ability, or situation.

As such, Special Education teachers will meet with Parent/caregivers of students on their caseload to draft an IEP Addendum. The IEP Addendum outlines services and prioritized goals that can be provided in light of the present circumstances. This amended IEP is to remain in effect during the mandated school closure and shall expire when in-person instruction fully resumes. Documentation of the limited educational services provided and student performance will be documented and shared with Parent/caregivers/guardians to determine if compensatory services are needed once school resumes normal operations. Learning Support students will have access to their special education (case-manager) teacher via video conference or telephone on a weekly basis. Students who do not have access to internet or technology will be provided with paper packets of work to be completed.

In addition, students who lack device and internet resources will be provided with alternatives with which to access instruction, assignments, and teacher support.

Special Education Supports:

Students will be provided with online or virtual learning, school work packet distribution, instructional telephone calls, and other curriculum-based instructional activities. Teachers will be available either through video-conference or telephone to meet with students. Teachers (Case-Managers) will meet/conference with students for a minimum of 30 minutes weekly.

Speech therapists will provide individual or small group instruction to their students via video conference or telephone weekly. Each student on the speech therapists caseload will receive a minimum of one individualized contact per week. Occupational Therapy will be provided via tele-therapy or tele-

conferencing. Occupational Therapists can also provide appropriate resource materials (per discipline) to the student's case-manager who can share the materials during their weekly communication. Other related-services will be addressed in an IEP meeting when school opens to determine whether compensatory services are needed once the LEA resumes normal operations

English Language Learner Supports:

Support for English Learners will continue with the same frequency and duration as prior to the closure. Students will be contacted via videoconference, when available, or phone otherwise on a weekly basis. Conferences will be arranged with Parents/caregivers at the elementary level, and with students at the secondary level. Students will receive support in meeting the expectations of the planned instruction.

Gifted Education:

Support for gifted students will continue with the same frequency and duration as prior to the closure. Students will be contacted via videoconference, when available, or phone otherwise on a weekly basis. Conferences will be arranged with Parents/caregivers at the elementary level, and with students at the secondary level. Students will receive support in meeting the goals of their GIEPs.

Building/Grade Level Contacts

General Concerns: emergencysupport@westperry.org

Technology Concerns: 6869@helpdesk.schoolsde.com

West Perry Senior High School

Christopher Rahn crahn@westperry.org 717-789-3931

Paula Jones pjones@westperry.org 717-789-3931

West Perry Middle School

Renee LeDonne rledonne@westperry.org 717-789-3012

Kevin Deane kdeane@westperry.org 717-789-3012

Blain Elementary

Chris Young cyoung@westperry.org 717-536-3219

Carroll Elementary

Steven White swhite@westperry.org 717 582-4256

New Bloomfield Elementary

Lucas Clouse lclouse@westperry.org 717-582-4318

Resource Links:

[Planned Instruction Calendar](#)