



Continuity of Education Plan

School District	West Allegheny School District
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Goal of Plan

The goal of the West Allegheny Continuity of Education Plan is the continuation of teaching and learning for all students via planned instruction throughout the duration of the school closure. Our plan explains how we are utilizing remote learning to continue education for all students online and how we are supporting students who may not have device or internet access at home.

Overview of Plan

The mission of West Allegheny School District, is to ensure that each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community. Our Continuity of Education Plan is built upon this mission and explains how we will utilize remote learning to continue providing a meaningful education for all students. The plan addresses how we will support the continuation of teaching and learning through the establishment of teacher and student guidelines, how students will be supported in obtaining access to and completing assignments, and how families can be supported in securing mobile devices and internet access.

Expectations for Teaching and Learning

The district will engage in planned instruction for all students in grades K-12. We believe it is important that students have the opportunity to develop and maintain skills while away from the traditional school environment. At the K-5 level, students will engage in the four core subject areas, English Language Arts, Mathematics, Science and Social Studies. In addition, they will complete a related arts activity daily. Students in grades 6-12 will engage with their full schedule of courses inclusive of electives. We are positioned as a district to support our students and families to ensure all students have access to on-going meaningful learning opportunities to continue their growth and minimize learning loss.

Communication Tools and Strategies

The district will utilize multiple modes of communication to continue engagement with students and families as needed. Methods of communication will include, but not be limited to email, phone, postal mail, Skyward posts, School Messenger, posts on the district website, Google classrooms, Zoom calls, conference calls, and videos. We will monitor at both the district and school-level, which families are engaging with the communications and which are not. This information will be utilized to inform on-going efforts to reach all families. For the most up to date information, families are asked to visit the district webpage at <http://www.westasd.org>.

Access (Devices, Platforms, Handouts)

Assignment Access

Planned instruction materials will be posted by 8:30 am on Monday each week starting on March 30, 2020. Teachers in grades 6-12 will post Weekly Learning Plans in Skyward and teachers in K-5 will use Skyward or other established communication methods for your child's classroom.



Mobile Devices & Internet Access

The district established a device lending program for families who may not have internet accessible devices at home for student use. The following information was communicated to parents regarding the device lending program.

- If your child does not have an internet connected device at home that can be used for access to District-provided learning materials, West Allegheny will loan a device for **academic** use during the school closure.
- If you would like a device for your child to use for academic purposes and have not already requested one, please click [HERE](#) to access the Request Form.
- Prior to receipt of the device, parents will be asked to sign a Technology Device Agreement, which may be viewed [HERE](#). All devices will be returned to your child's school office. Additional communication will come at a later date.
- Requested devices will be available for pick-up on Tuesday, March 24 from 10 am to 12 pm and Thursday, March 26 from 10 am to 12 pm at the High School cafeteria exterior doors.
- Please be aware that Comcast is offering 60 days of free internet service through the Comcast Essentials Program to families who qualify. You can sign up for the program at www.internetessentials.com or call 1-855-846-8376.
- Additionally, the district has provided Wi-Fi access through hotspots accessible from each school's parking lot.
- Paper packets of work will be provided, upon request, to students who are unable to access online learning.

Staff General Expectations

Teacher Expectations

- The school day for teachers will operate from 8:00 a.m. to 3:00 p.m.
- Teacher responsibilities during this time will include instructional planning, support to students, parent communication, and monitoring student learning.
- Teachers will not be required to take daily attendance, but rather report weekly on students who are failing to engage with assigned work. Counselors will be responsible for monitoring student daily attendance and following up with absent students via email and/or phone.
- Teachers will be available via email between the hours of 8:00 am-3:00 pm for student and/or parent interaction.
- Teachers will provide a minimum of one synchronous (real-time) engagement opportunity for students per week in the form of check-ins, class/team meetings, or office hours. These opportunities are designed for students and families to have access to teacher support in real-time. The scheduled opportunities being provided each week must be documented within the learning plan for the week.
- Teachers will provide Learning Plans for the week by 8:30 am on Monday each week starting on March 30, 2020.
- Teachers will prioritize the essential learning you want students to focus on and design assignments to support student growth in those areas.
- Teachers will utilize district curriculum based and supplemental programs prior to implementing outside resources.
- For consistency across the district and to document our remote learning opportunities, the following requirements exist:
 - Teachers are required to use the district provided template for their respective grade spans. While additional information can be added at teacher discretion, the template cannot be altered to eliminate any required activities.
 - All plans must be shared with the principals prior to posting the Friday before being they are shared with parents.



- Teachers will follow 504 and IEP accommodations to the greatest extent possible when creating individual learning activities and tasks that will be included in the Learning Plan.
- All accommodations, modifications, and specially designed instruction must be applied in the remote learning environment.
- In addition to the general education teachers, individual students receiving special education, ESL services, or 504 services will be appropriately supported by their assigned Special Education teachers, ESL teachers, and/or school counselors throughout remote learning experiences.
- Assignments should be designed to fall within the following timeframes for each grade level/course:
 - Elementary School: 2.5-3 hours per day total
 - Middle School: 25-35 minutes per day/per course
 - High School: 30-40 minutes per day/per course
- Assignments may span multiple days. Time expectations must be clearly communicated for students and parents for assignments that will span multiple days.
- Students should be given ample time to complete assignments and teachers should be as flexible as possible with submission expectations.
- Teachers are expected to provide feedback on assignments to support student learning.

Paraprofessional Expectations

- Paraprofessional workday: 7 hours
 - 3.5 hours special education assignment (reports to and is assigned by special education teacher)
 - 3.5 hours building/classroom specific assignment (reports to and is assigned by building principal)
 - Responsibilities as assigned by special education teacher (for specific student or students)
 - Implementation of 1:1 student's specially designed instruction
 - Virtual assistant to special education teacher
 - As assigned by building principal per grade band or grade level (for all students)
 - Positive outreach (phone calls, emails, birthdays, periodic check-ins)
 - Speech language assistance as assigned by therapist/principal
 - ESL assistance as assigned by ESL teacher/principal
 - Organization of materials into online folders
 - Virtual assessments
 - Student remediation
 - Testing/Resource assistance
 - WIN interventions; support tier 2 and 3 students

Student Expectations

- Each day of remote learning counts as a full instructional day and students are required to account for daily attendance by 6 pm using the district assigned link.
- A child who does not complete the online attendance form will be marked absent for the day.
- Elementary students will follow a Learning Plan template and complete daily assignments in the four core subject areas of English Language Arts, math, science and social studies. In addition, they will select one activity to complete per day from the related arts menu.
- Middle School and High School students are expected to log on to Skyward to access their assignment information. Students will receive a Weekly Learning Plan for each individual course represented on their schedule. Students are expected to complete all assignments by 9:30 am on the following Monday unless otherwise noted by the teacher.



- Each week's assignments should be submitted to the teacher upon completion and are due no later than the following Monday by 9:30 am unless otherwise noted by the teacher.
- Guidelines for how to submit assignments will be communicated in each teacher's Learning Plan. Possible examples may include submission by email, uploading to Google classrooms, sending photos, and maintaining logs.
- Students will receive assignments for each course that is part of their academic schedule.
- The recommended time ranges for students to work on assignments each day are as follows:
 - Elementary School: 2.5-3 hours per day total
 - Middle School: 25-35 minutes per day/per course
 - High School: 30-40 minutes per day/per course
- Students are expected to be on pace with their courses and assignments. Students may lose full or partial credit for assignments that are not completed. This loss of points could negatively impact a student's grade, which may be reflected on a student's report card.
- Students receiving special education services will continue to receive services with their case manager or school counselor communicating with students consistently during the remote learning period to provide support.
- Assignments will be designed for students receiving 504 or special education services utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their plans to the greatest extent possible.

A child's case manager or school counselor will be communicating with students consistently during the remote learning period to provide support.

Attendance / Accountability

- There is an online form students/guardian must submit each day to account for daily attendance. Students must submit this form no later than 6:00 p.m. every school day. The link to the form is: <https://forms.gle/FaX3mJZVtQMjsVPu9>
- If a family is unable to complete the online form, they can text or email student's name(s), grade(s) and building(s) to attendance@westasd.org
- A child who does not complete the online attendance form will be marked absent for the day.
- Teachers will not be required to take daily attendance, but rather report weekly on students who are failing to engage with assigned work. Counselors will be responsible for monitoring student daily attendance and following up with absent students via email and/or phone.
- The first three days of instruction will be used as an adjustment to the remote learning format. Starting April 2 assignments will be generously graded and make-up work may be submitted to complete the third marking period.
- Every effort will be made to advantage students in completing and grading of assignments and work tied to the third marking period. These are extraordinary times and our students deserve extraordinary support in ensuring their third marking period grades accurately reflect their learning efforts.
- Grading procedures for the fourth marking period will be determined based on the length of the school closure. If school resumes, typical grading procedures will apply. If the school closure is extended, grading procedures will be determined in conjunction with teachers at each grade level and communicated to families.
- Students are expected to be on pace with their courses and assignments. Students may lose full or partial credit for assignments that are not completed. This loss of points could impact a student's grade, which may be reflected on a student's report card.
- It would be in the best interest of the student to complete all assignments each week.
- Families experiencing extenuating circumstances that prevent a student from completing assignments should contact the teacher by email.



- Every effort will be made by West Allegheny staff to support students in having a successful remote learning experience from home.

Good Faith Efforts for Access and Equity for All Students

The district has several strategies in place to ensure reasonable and appropriate supports are available to meet the needs of all students.

- A device lending program has been established to ensure every student has a device to use for educational purposes.
- Wi-Fi Hotspots have been made accessible from the parking lot of each school.
- Information has been provided to families on internet providers currently extending free offers.
- Students who currently receive free and reduced meals, have the opportunity to continue meal service at two district distribution sites.
- The opportunity to apply for free and reduced meals was extended to district families.
- Attendance is taken each day and information is shared with counselors to follow up with students who are not engaging in remote learning.
- Teachers are asked to report students who are not completing assignments so that additional supports can be extended to the families.
- Special education teachers are required to maintain regular communication with the students on their caseload.
- Teachers are asked to be available to families by email 8 am to 3 pm.
- Paraprofessional are positioned to provide 1:1 support to students who may need additional assistance in completing assignments.
- Paper packets of student assignments will be provided to families upon request.
- The district's partnership with Family Links to provide school-based therapy will continue with therapists providing supports remotely to students on their caseloads.

Special Education Supports

For families of students with IEPs:

- Students receiving special education services will continue to receive services with their case manager or school counselor communicating with students consistently during the remote learning period to provide support.
- Assignments will be designed for students receiving 504 or special education services utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their plans to the greatest extent possible.
- A child's case manager or school counselor will be communicating with students consistently during the remote learning period to provide support.
- Upon return from an extended period of remote learning, teachers of students receiving special education services will meet with their students to review work submitted and check for progress toward their IEP goals. IEP teams will be convened once school resumes to review student IEPs and revise as necessary.
- Related services (Physical Therapy, Occupational Therapy, Speech, etc.) will continue to be provided during the remote learning period. Should services be interrupted by an extended school closure,



sessions may be rescheduled upon school resuming according to the frequency requirements of their plans and as determined by the IEP team.

- Parents with any questions or concerns should reach out to their child's special education teacher via email.

EL Supports

For families with students receiving ESL Services:

- Your child's ESL teacher will contact you to discuss activities and options to support your child during the school closure. Your child's ESL teacher will collaborate with your child's team to determine appropriate ESL programming.
- Parents with any questions or concerns should reach out to their child's ESL teacher via email.

Gifted Education

For families with students receiving Gifted Services:

- Your child's gifted education teacher will contact you to review your child's GIEP goals and to discuss and determine focus areas for enrichment that will be provided during the school closure.
- Parents with any questions or concerns should reach out to their child's Gifted Coordinator via email.

Building/Grade Level Contacts

At each school, the building principal will serve as the lead on communications.

Donaldson Elementary; Dr. Erin Dierker; edierker@westasd.org

McKee Elementary; Ms. Melissa Wagner; mwagner@westasd.org

Wilson Elementary; Ms. Rachel Gray; rgray@westasd.org

West Allegheny Middle School; Ms. Patrician Nolan; pnolan@westasd.org

West Allegheny High School; Dr. Frank Hernandez; fhernandez@westasd.org

Resource Links

The district website is the best resource available for up-to-date information regarding the school closure and remote learning. <http://www.westasd.org>

For information regarding planned instruction:

Skyward is the student information system that will be used for communication from teachers in grades 6-12.

<https://skyward.iscorp.com/scripts/wsisa.dll/WService=wseduwestalleghenypa/seplog01.w>

Students in grades K-5 may receive information in Skyward or the other established communication methods for your child's classroom.



West Allegheny School District

A Tradition of Excellence...
A Vision for Tomorrow