

## Continuity of Education Plan

School District	Penn-Trafford School District
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### Goal of Plan

To provide continuity of education for all students who attend the Penn-Trafford School District in the most appropriate and accessible ways possible during the mandated school closure by Governor Tom Wolf due to the COVID-19.

### Overview of Plan

Students in grades 3 through 12 are provided with a Chromebook that will allow for the execution of the District's virtual instructional program via Google Classroom. Our K-2 students were provided with paper packets for a continuation of learning provided by their teachers. Teachers will be available to students via office hours during each day of virtual instruction. This includes the availability of teachers, special education teachers, paraprofessional staff, guidance, and nursing staff for the purpose of providing support.

Students that receive related services either from a district employee or outside agency will engage in services virtually. The District has identified students that do not have wifi access at home and will also be working proactively to identify any additional students that may not have access to wifi at home.

### Expectations for Teaching and Learning

The Penn-Trafford School District's virtual learning program and paper/packets will be executed in a manner that remains sensitive to the extreme circumstances faced by all. Our educators are expected to provide engaging and meaningful instruction/assignments using the online tools appropriate for their respective grade levels. Also, educators have been asked to keep the challenges our students/families are facing at home in mind when designing instruction, assignments, and assessments and to ensure this is done in a circumstance-sensitive manner. All educators will be available during office hours and expected to respond to students/families in a timely manner during office hours.

Students are expected to engage in his/her virtual learning daily as scheduled by the District and assigned by teachers. Students are expected to adhere to the timelines and due dates provided by teachers for all virtual assignments. Teachers have made the proper adjustments to timelines and due dates to be sensitive to the challenges provided with virtual instruction and everyone's current circumstances. It is the District's expectation that students engage in assignments and be accountable for their schoolwork as they are normally held accountable in our regular school setting.

#### Communication Tools and Strategies

Information will be communicated via our district website, email, social media accounts and our automated communications system - Blackboard Connect.

#### Access (Devices, Platforms, Handouts)

All students in grades 3 through 12 were provided with a Chromebook so teachers can engage with students and push out assignments through Google Classroom. Students in grades K, 1 and 2 were provided with paper packets. Families without internet access were referred to Comcast for free internet service. MIFI devices were also distributed to families in need.

#### Staff General Expectations

Teachers were all required to take the Google Fundamentals Training Educator Level 1 course and take the Google Certified Educator Level one exam. At the conclusion of the coursework teachers were expected to integrate all lessons into the Google Classroom platform. Teachers must post morning and afternoon office hours where they are available remotely to students and parents via Google Hangouts/Meets, requested appointments, telephone calls, and through email. Teachers will have lessons available for all students. For lessons that are spread over

multiple days, this should be noted in the lesson explanation. School counselors and nurses will maintain availability via virtual office hours, requested appointments, telephone calls, and through email. For specialized counseling groups, virtual meetings will be arranged. Student Learning Assistants, tutors, PCA's, Paraprofessionals will assist in providing online resources and supplemental instruction and/or assistance.

#### Student Expectations

Students in grade 3-12 will check their email daily and login to Google Classroom every day for each of their classes. Students in grade K-2 will complete packets and return completed work as directed by the teacher/principal. All students will complete all learning activities, assignments, classwork, and quizzes/tests as they would during a regular school day. Teachers will continue to grade all work during these days. Under the circumstances, teachers will try to be flexible but work that is not completed will result in a failing grade. Students will submit work through Google Classroom (grades 3 -12) on a daily basis or when the assignment is due to the teacher. K-2 students will submit completed paper packets to their building during established times by the principal. Students will receive attendance and academic credit for the days based on the submission of work.

#### Attendance / Accountability

An asynchronous approach to attendance and participation is being utilized. Students are expected to complete their assigned work daily. Students who do not submit work or complete online assignments will be contacted by the teacher and/or support staff. Students who fail to complete assignments will not be credited with attendance on the due date of that assignment. Students will receive a failing grade for any incomplete assignments.

#### Good Faith Efforts for Access and Equity for All Students

Student Learning Assistants, PCA's, Paraprofessionals and Tutors are available and accessible remotely to assist students. In addition, every teacher has established office hours in the morning and afternoon/evening to provide support to students. All students were provided Chromebooks in grades 3 through 12 and free internet access was offered through Comcast.

#### Special Education Supports

A district school closure letter from the Director of Student Learning Supports was mailed to each parent/guardian that has a student with an IEP. The letter explained the process of providing FAPE during the government ordered school closure. Contact information for questions and concerns were included as well.

The district's school closure letter was posted on the Student Services Special Education website. This letter address FAPE and contact information for parent/guardians that have questions and concerns regarding their student's educational supports.

The special education case managers (25) communicated with each parent/guardian on their roster, via phone or email, in regards to revising the IEP during remote learning. This communication took place the week prior to remote learning.

Following the communication with the parents/guardians, a NOREP was mailed out to each parent/guardian with specific information on the student's placement and supports that were agreed upon during the remote learning.

Collaboration between the general education and special education teachers took place to ensure the appropriate accommodations and modifications were in place during remote learning.

The Related Service professional staff e.g. School Psychologists (2), BVI-OM therapist (1), DHOH therapist (1), Speech Pathologists (4), and Guidance Counselors (7) have the ability and established tele-therapy sessions through Google Hangouts, which provides support to students with IEPs.

In addition to the established virtual classrooms, the Special Education Instructional Classroom Assistants (4) and paraprofessionals (35) are assigned support time in the afternoon and early evening hours to assist students with IEPs.

Instructions for parents who have questions or concerns:

A district school closure letter from the Director of Student Learning Supports was mailed to each parent/guardian that has a student with an IEP. The letter explained the process of providing FAPE during the government ordered school closure. Contact information for questions and concerns were included as well.

The district's school closure letter was posted on the Student Services Special Education website. This letter addresses FAPE and contact information for parent/guardians that have questions and concerns regarding their student's educational supports.

NOREPs were mailed out to each parent/guardian with contact information if they have any questions and concerns.

#### EL Supports

The district contracts ESL services through the Westmoreland Intermediate Unit (WIU). The WIU provided professional development in content teacher collaboration, accommodations & modifications for content-area assignments, and virtual “office hours” with parents to the ESL teachers.

The WIU has established resources for ESL teachers, students in ESL, and parents/guardians of students in ESL. Examples of resources include: Google Supports ([Step-by-step Google for Education Instructions](#), [Items specific to Google Classroom](#)); Translation for parent notes ([Talking Points](#)); English instruction for beginning/newcomer students ([Duolingo](#)); and Additional ESL resources ([Work-in-progress Google Sheet](#)).

Instructions for parents who have questions or concerns:

The ESL teacher has established office hours for parents to ask questions and express concerns. The ESL teacher also provided contact information to parents/guardians so they can share concerns with district and building administrators and teachers during remote learning.

#### Gifted Education

All gifted case managers (4) contacted the parents/guardians on their caseload one week prior to starting remote learning. The gifted case managers had a discussion with the parents/guardians, via phone or email, in regards to revising the GIEP during remote learning. If the student has Related Services in the GIEP the Related Service staff will contact the parent to determine how services will be provided to the student with a GIEP. The Related Service staff have the ability and can established tele-therapy sessions through Google Hangouts, which provides support to students with GIEPs.

Collaboration between the general education teachers and the teachers of the gifted took place to ensure the appropriate accommodations and modifications were in place during remote learning.

In addition to the established virtual classrooms, the Student Learning Assistants and tutors are assigned support time in the afternoon and early evening hours to assist students with GIEPs.

Instructions for parents who have questions or concerns:

The gifted case managers had a discussion with the parents/guardians informing them of the protocol to ask questions and/or share concerns with district and building administrators and teachers during remote learning.

NORAs were mailed out to each parent/guardian with contact information if they have any questions and concerns regarding their child's GIEP.

#### Building/Grade Level Contacts

**Penn-Trafford High School:** Tony Aquilio, Principal [aquiliot@penntrafford.org](mailto:aquiliot@penntrafford.org)  
**Penn Middle School:** Jim Simpson, Principals [simpsonj@penntrafford.org](mailto:simpsonj@penntrafford.org)  
**Trafford Middle School:** Roger Sullivan, Principal [sullivanr@penntrafford.org](mailto:sullivanr@penntrafford.org)  
**Trafford Elementary School:** Dan DiNapoli, Principal [dinapolid@penntrafford.org](mailto:dinapolid@penntrafford.org)  
**Level Green Elementary School:** Dan DiNapoli, Principal [dinapolid@penntrafford.org](mailto:dinapolid@penntrafford.org)  
**Sunrise Elementary School:** Karin Coiner, Principal [coinerk@penntrafford.org](mailto:coinerk@penntrafford.org)  
**Harrison Park Elementary School:** Jeff Swartz, Principal [swartzj@penntrafford.org](mailto:swartzj@penntrafford.org)  
**McCullough Elementary School:** Joe Marasti, Principal [marastij@penntrafford.org](mailto:marastij@penntrafford.org)

#### Resource Links

[Google Classroom Tutorial for Parents and Students](#)  
[Parents guide to Google Classroom](#)  
[Using Google Calendar to help your children manage their due dates and assignments](#)