Continuity of Education Plan

<table>
<thead>
<tr>
<th>School District</th>
<th>South Fayette Township School District</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Kenneth Lockette</td>
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<tr>
<td>Address</td>
<td>3680 Old Oakdale Road, McDonald, PA 15057</td>
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<td>Email/Phone</td>
<td>412-221-4542</td>
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<tr>
<td>Website</td>
<td><a href="http://www.southfayette.org">www.southfayette.org</a></td>
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Goal of Plan

*Provide the overall goal and priorities for continuity of education in 1-2 sentences.*

South Fayette Township School District is utilizing online digital learning until further notice to help our students continue to learn and grow through planned instruction during these unprecedented times. Learning experiences may look different than we are used to, but we want to support our students and families as best we can during this crisis.

Overview of Plan

*Summarize how the plan is aligned to the LEA’s mission and vision while offering clarity and purpose to what is outlined in the plan that follows.*

The mission of the South Fayette Township School District, in partnership with the community, is to cultivate academic, artistic, and athletic excellence of the whole child by fostering the skills to be confident, ethical, empathetic, and responsible global citizens.

Vision Statement: South Fayette Township School District will be a model of excellence where students will gain knowledge, skills, dispositions, and experiences to thrive in the technology-driven, ever-changing landscape of the global workforce.

The South Fayette Township School District’s online planned instruction emphasizes essential knowledge, skills and dispositions. In addition to academic objectives, this includes developing student empathy, supporting the whole child, and fostering social and emotional skills that students need to be successful for the future of work.
Expectations for Teaching and Learning

Provide a general overview of the prioritized grade and course level content that will be enriched and reviewed. Provide a general overview of the prioritized grade and course level content that will be moving forward with planned instruction, if any. Provide a rationale.

Teachers have worked in grade level and content teams to provide continuity of course content. Scope and sequencing may vary in the online environment; however, PA State Standards continue to be embedded throughout the curriculum. Online instruction will be guided by the following principles:

- The District has adopted an asynchronous approach to learning through digital online learning (students work at their own pace, not all together as a class or at a specific class time).
- Students have a reduced workload (not 7.5 hours on the computer). Work is designed to be meaningful and elicit critical thinking, since students will have the time to dive deeper into material connected to the standards and curriculum. Teachers are focusing on instruction that provides necessary skills needed to advance students to the next level.
- Lessons capitalize on the home environment with an attempt to reduce screen time and include physical activity as much as possible. Instruction will highlight opportunities for students to be creative.

Elementary/Intermediate

- So as not to overburden students and families, homeroom teachers in grades K-4 do not exceed 3 lessons a day for students. Grade 5 teachers ensure no more than one lesson per subject area. Each lesson is expected to take 10-15 minutes for students in grades K-2, and 20-30 minutes for students in grades 3-5.
- Special Areas (Arts Alive, Music, Visual Art, Technology Literacy, Physical Education, Library) and STEAM: Special area teachers each assign one assignment per week. Teachers are encouraged to consider longer-term projects for these assignments or weekly logs or reflections that students can complete. In Physical Education students complete daily physical activity.

Middle School

- Students in grades 6-8 work on project-based assignments or research projects that are broken down by steps in order to simplify the process for students. Each specific course schedules no more than one assignment per day which will take no more than 15-20 minutes for student completion. As much as possible, these assignments are projects that extend over time.

- Special Areas (Music, Visual Art, Technology Education, Computer Science, Health and Physical Education, Library) and STEAM: Special area teachers rotate through assigning one grade level one assignment per day. Teachers are encouraged to consider longer-term projects for these assignments or weekly logs or reflections that students can complete.

High School

- Students in grades 9-12 engage in more detailed research or project-based assignments per course. Quality is more important than quantity. No specific course will assign more than one assignment that takes more than 25 minutes per day. When possible, assignments are longer-
term projects and completed over time. Teachers collaborate with other teachers, who provide instruction to similar students, to create projects and assignments together.

### Communication Tools and Strategies

*Share what parents, students, and community can expect regarding communication. Where can they go for information? What tools and resources are provided? Is there planned delivery or scheduled times for communication to be sent/released? Should parents be using particular applications or media for regular updates?*

### District Level

The District is communicating with families via email and video messaging and through posting information on the District’s website specific to COVID-19 Preparedness [https://www.southfayette.org/Page/1129](https://www.southfayette.org/Page/1129). The District is also communicating with the faculty and staff via email and videoconferencing. Weekly virtual meetings are also held with the administrative team and the teachers’ union. At a minimum, weekly updates are sent to the Board of Directors.

### Building Level

Consistent ongoing communication with students and families is important for keeping our community together. Weekly newsletter-type communication (similar to what many of our teachers currently write) is being provided to families. Communication is staggered for continuity of communication. For example, building principals are sending their communications to families on Mondays and other teaching teams may select to send newsletters on Fridays. Building communications include important building information such as what to expect, updates, celebrations, etc. Communication is a two-way street; therefore, a feedback loop between teachers and administrators is being implemented.

### Counselors

Counselors and the social worker are critical to supporting our students and families during these challenging times. We believe there are several mechanisms that are important to help with this support, and we will continue to develop others as needed. The following mechanisms are in place:

- Weekly family check-ins.
- Webinars for parents on how to help students at home.
- A framework for the way in which parents communicate regularly with counselors.

Counselors are creating a uniform message to send to parents, providing strategies for how parents can talk to their kids about this crisis/change in school operations. Resources are published on the South Fayette website under COVID-19 as well.

### Teachers

After the initial district communication, teachers are following-up with communication to parents, guardians and students reiterating the same messages with common language. In addition, teachers are adding specifics related to accessing their classes on Google Classroom including how parents/students can contact them and more.
Teachers are emailing parents a general update at least once a week if students are out of school for a prolonged period of time. In an effort to spread out communication, teacher communication is being sent to families on Fridays.

All communications of learning assignments are traveling through Google Classroom for grades 3-12. Grades K-2 are sharing assignments through parent email. Any daily assignments are being posted by 9 a.m.

Teachers and professional staff are available for “office hours” via email and/or Google Classroom from 8:00 a.m. - 10:00 a.m. and 1:30 p.m. - 3:30 p.m. Monday through Friday and are responding to all emails within 24 hours.

**Communication Methods with Families**
As much as possible, communication with families is happening via email. If needed, teachers may set up voice only Google Hangouts via Google Calendar.

**Feedback and Communication within the Organization**
In order to receive continuous feedback for improvement, the following mechanisms for receiving feedback have been implemented:

- **Central administration:**
  - Host regular virtual meetings with building leadership to understand the feedback they are receiving regularly. These meetings will be daily at the beginning and become weekly as we move forward.
  - Seek feedback and questions from teachers at the close of each professional development day via Act 48 Google Forms.
  - Communicate regularly via email with the entire faculty as updates and new information become available.
  - Host regular office hours for faculty on Google Hangout.

- **Building principals:**
  - Engage consistently in team/department virtual meetings.
  - Host regular virtual meetings with department chairs/ team leaders for feedback.
  - Host regular office hours for faculty on Google Hangout.

- **Teachers:**
  - Continue to meet in teams via Google Hangout regularly as outlined by their building principals.

- Each building is seeking feedback from students or families depending on the specific needs of that building.

**Creating a Sense of Community**

- Homeroom teachers in grades K-5 are encouraged to include a daily greeting/message with their assignments to help students feel connected, with the understanding that their students will look forward to hearing from them. Teachers are an important aspect of students’ lives. Teachers are encouraged to create a “Good morning!” video or simply a message.

- Teachers in grades 6-12 are encouraged to include a weekly greeting/message with their assignments to help students feel connected with the understanding that students will look
forward to hearing from their teacher. Teachers are an important part of students’ lives. Messages may be a typed message, voice recording, video, or screencast.

<table>
<thead>
<tr>
<th>Access (Devices, Platforms, Handouts)</th>
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<tr>
<td>Provide instructions on where students can access enrichment and review opportunities. Provide instructions on where planned instruction will be delivered, if it is occurring. Provide alternative access options for students who have barriers to technology devices or internet connectivity.</td>
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At South Fayette Township School District, the students each have their own district issued technology device from grades 1-12. Students in grades 1 and 2 have been issued iPads. Students in grades 3-12 have laptop computers.

Teachers in grades K-2 communicate assignments through parent email. This includes assignments for Kindergarten that do not require a device to complete their assignment. All assignments for students in grades 3-12 will be posted to Google Classroom. Technical support for students and families is available at TechSupport@southfayette.org during the hours of 8:00 a.m. - 10:00 a.m. and 1:30 p.m. - 3:30 p.m. via email.

The District has been actively reaching out to all families by U.S. mail, phone and email to determine which students do not have access to the Internet. Once those families are identified, the District reaches out to connect them to free Internet service through Comcast.

For those families who do not obtain Internet access, or have additional barriers to technology, assignments are prepared in paper format, submitted to the District copy-center, and mailed to those students with a self-addressed sealed envelope for easy return. Students’ returned work is scanned to individual teachers.

<table>
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<tr>
<th>Staff General Expectations</th>
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<tr>
<td>Outline the expectations of teachers and staff related to posting or hosting educational opportunities and/or planned instruction; parent communications; and work time availability. Considerations for both daily and weekly staff expectations can be included.</td>
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- Teachers are expected to post all new assignments for planned instruction by 9 a.m. daily. Many are sending assignments ahead of time weekly.

- Grade-level/teachers of the same subject share lessons to create similar experiences for students within reason. Teams collaborate using Google Hangout Meet to plan together.

- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Grace and understanding always govern decisions.

- Students are given feedback on every assignment.

- Teachers are monitoring the morale of their class(es) and the workload of the students carefully, connecting students to our counselors as soon as possible if necessary.
Teachers and professional staff are available for “office hours” via email and/or Google Classroom from 8:00 a.m. - 10:00 a.m. and 1:30 p.m. - 3:30 p.m. Monday through Friday. Teachers respond to all emails within 24 hours.

Student Expectations

*Outline the expectations of students for participation in educational opportunities and/or the completion of assignments. Establish the meaning of expectations related to student engagement, participation, and completion of assignments.*

Students in grades K-2 are expected to complete assignments sent weekly by their teachers. Parents respond to teachers weekly reporting assignment completion and progress.

Students in grades 3-12 are expected to login to Google Classroom to retrieve assignments for each of their classes. Frequency of assignments will be determined by the grade level and/or teacher. Students are expected to complete assignments for all courses as outlined by the deadlines assigned by their teachers.

Students that do not have online accessibility receive their assignments weekly in U.S. Mail. Assignments are accompanied with a self addressed stamped envelope. At the close of the week students submit their completed assignments through U.S. Mail.

Attendance / Accountability

*Outline the expectations for distance education attendance. Is this synchronous attendance, or asynchronous participation? What demonstrates meaningful participation? Outline the procedures and practices that will be in place for accountability. This can be universal or course/grade specific, but should be consistent for all students in that particular course or grade. State what accountability practices will be in place for grading and credit earning, if any.*

The attendance and accountability practices of the South Fayette Township School District will adhere to the following principles:

- Learning is asynchronous.
- Attendance is taken by student/parent self-check-in weekly and is shared with teachers and the district PIMS coordinator.
- Teachers track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Grace and understanding will always govern decisions.
- Each building has developed a mechanism for tracking student progress and monitoring students who are non-participatory.
- Students are given feedback on every assignment.
- Teachers are expected to monitor the morale of their class and the workload of the students carefully and connect students to counselors as soon as possible if they notice any issues.
- Grading in this new environment looks different than we are used to at South Fayette. The calendar has been modified, so that the third quarter ends on 3/13/2020. Students
have every opportunity to send teachers anything that may be needed to close out Quarter 3. All new student assignments are recorded in Quarter 4. Grades will be calculated by Pass or Fail. Pass/Fail grading is assigned by the teacher in PowerSchool at the close of Quarter 4 and not after every assignment. A Pass will represent 100% and a Fail will represent 64% in Powerschool. For students in grades 9 -12 a Pass will also represent 4.0 Grade Point Average (GPA) and a Fail will represent 2.0 GPA. For those courses with additionally weighted grades, (AP, Honors) those weights apply in full to a 100%.

Grade point average (GPA) points associated with each course, Regular, Honors, and Advanced Placement can be found below:

- Regular Courses: If a student receives 100%, the associated GPA is 4.25.
- Honors Courses: If a student receives 100%, the associated GPA is 4.75
- Advanced Placement Courses (AP): If a student receives 100%, the associated GPA is 5.25
- For Regular courses, Honors courses, and Advanced Placement Courses (AP): If a student receives 64%, the associated GPA is 2.00

Good Faith Efforts for Access and Equity for All Students

*Communicate in what ways reasonable and appropriate supports are in place to demonstrate a good faith effort of meeting the needs of all learners.*

Support for all students have been outlined above and can be seen through: attendance policies to ensure all students are actively engaged; communication policies established between teachers, parents, and students; student progress tracking to follow student development; teacher feedback policies for student assignments; and policies to create a concerted effort to monitor student workload.

- Reasonable and appropriate supports are being implemented (detailed below) for Special Education students, EL learners, and Gifted education students.

**Internet Access**

- The District has been actively reaching out to all families by U.S. mail, phone and email to determine which students do not have access to the Internet. Once those families are identified, the district reaches out to connect them to free Internet service through Comcast. For those families who do not obtain Internet access, or have additional barriers to technology, assignments are prepared in paper format, submitted to the District copy-center, and mailed to those students with a self-addressed sealed envelope for easy return. Students’ returned work is scanned to individual teachers.

**Food Service**

- South Fayette Food Service Department is providing meals (curbside) to students of families that qualified for the School Breakfast Program and/or National Lunch Program. This service
started Monday, March 16th and continues each week day throughout the closure. The meals are distributed curbside. Times for meal service pick-up is from 9:00 AM until 11:00 AM, Monday through Friday.

**Special Education Supports**

*Communicate in what ways reasonable and appropriate supports are in place to demonstrate a good faith effort in meeting the needs of students with individualized education plans. Provide specific instructions for parents who have questions or concerns.*

The school district is continuing to provide a free, appropriate public education (FAPE) plan during this time and adhere to the following principles:

- Students with disabilities have access to instructional materials, including online and if needed, paper materials. IEP teams convene meetings to discuss implementation of the student’s IEP through remote learning. IEPs are implemented to the greatest extent possible during these conditions. For students that are not educated on a South Fayette Township School District campus, the District is working with those school facilities to ensure students are receiving a free, appropriate public education (FAPE) to the greatest extent possible. Direct and related services, including occupational therapy, physical therapy, teacher of the hearing impaired, teacher of the visually impaired, social skills, counseling, paraprofessional support, and academic intervention programs are being provided asynchronously as well as through a cyber-platform that complies with confidentiality regulations.

- Once school reopens, IEP teams may also reconvene to determine if there are any regression and recoupment concerns for students during the COVID-19 closure and develop a plan for further programming. We realize that for some students with disabilities, the services provided online may not be as extensive and rigorous as their current programming, so the district is working with those families to proactively develop a plan to make-up for the education lost once the COVID-19 restrictions are lifted.

- Should the parent/guardian have any questions or concerns, they may contact their child’s case manager.

**EL Supports**

*Communicate in what ways reasonable and appropriate supports are in place to demonstrate a good faith effort of supporting the language proficiency needs of English learners. Provide specific instructions for parents who have questions or concerns.*

The school district is continuing to provide English Learner instruction for those who qualify during this time and adhere to the following principles:

- Instruction for EL students is continuing through Google Classroom as well as paper/pencil should the student not have accessibility. It follows the aligned curriculum. Assessment continues to track students’ progress. The EL teachers are available for ongoing support to both the students and their families and collaborating with the students’ classroom and content area teachers to assure that the students are able to successfully transition to remote
instruction in all of their subject areas. Support for translation and interpretation are used where necessary and appropriate for both students and families.

- Should parents have questions or concerns, they may contact their child’s EL teacher.

### Gifted Education

*Communicate in what ways reasonable and appropriate supports are in place to demonstrate a good faith effort of providing gifted education programs and services. Provide specific instructions for parents who have questions or concerns.*

The school district is continuing to provide Chapter 16 gifted services during this time and will adhere to the following principles:

- GIEPs are being implemented to the greatest extent possible. Students have access to enrichment opportunities through online means such as Google Classroom and if needed, paper materials. Enrichment Coordinators are continuing to work with regular education teachers to provide opportunities for enrichment within the curriculum. Coordinators are communicating with families to discuss services that will be provided.
- Should the parent/guardian have any questions or concerns, they may contact their child’s enrichment coordinator.

### Building/Grade Level Contacts

*Share the points of contact for each school building that would take the lead in building-specific communication efforts and provide answers to specific inquiries from students and parents.*

Each building principal is leading building-specific communication, providing answers to specific inquiries from students and parents. Additionally, grade-level and department leaders will be available for these questions as well.

- High School: Dr. Laura Hartzell, Principal
- Middle School: Kristin Diechler, Principal and Kevin Mauer, Assistant Principal
- Intermediate School: Tom Kaminski, Principal and Kristen Johnson, Assistant Principal
- Elementary School: Laurie Gray, Principal and Tyler Geist, Associate Principal

### Resource Links

*Provide a list of resources, tools, and/or applications that will be used to support the continuity of education plan described above. Which resources will be provided for enrichment and review? Which resources will be utilized for planned instruction?*

Teachers have access to an internal Google Classroom with resources for preparing and implementing planned instruction online.

Teachers and students have access to the curriculum materials typically used to deliver planned instruction. These resources are accessible here: [https://portal.classlink.com/southfayette](https://portal.classlink.com/southfayette)
Students have access to the following list of optional resources provided for enrichment and review as published on the South Fayette School District website:

https://www.southfayette.org/cms/lib/PA01001917/Centricity/shared/district/covid19/SFOnlineResources.pdf