



Continuity of Education Plan

School District	North Schuylkill
Superintendent	Dr. Robert J. Ackell
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Website	www.northschuylkill.net

Goal of Plan

- To ensure continuity between classes and grades in a learning environment
- To continue reviewing and enriching using many existing programs for students in partnership with families
- To Support the importance of communication and academic engagement
- To provide a platform that allows flexible access for students and families

Overview of Plan

Our plan during the COVID-19 response is to provide our students with opportunities designed to meet individual needs and to ensure that every child has experiences that promote enrichment and review followed by more purposeful learning in the form of planned instruction in all academic areas. Through mutual respect, our students will grow and learn in a positive atmosphere, where faculty, staff, parents and students together are enthusiastic about the learning process. We will develop our capacity to function as a professional learning community to the best of our abilities, wherein best practices are explored and attempted to put in place.

The NSSD will:

- Unite to achieve a common purpose with clear goals;
- Work together;
- Seek and implement promising strategies for improving student achievement on a continuing basis;
- Monitor each student's progress;
- Demonstrate a personal commitment to the academic success and general well-being of all students;
- Embrace technology for both learning today and preparing for future.



Expectations for Teaching and Learning

- Google Classroom is the platform we will use.
- Homework Blogs, Class Dojo, Remind, etc. can still be utilized to communicate
- Weekly
- Virtual and Paper/Pencil
- A Good Faith Effort

Phase I – Enrichment and Review (3/30 – 4/16)

- Informal
- No New Standards
- Review of Material
- Optional for Students
- Not Graded
- No Attendance
- Live Videos optional
- Cannot start a new course for last quarter

Phase II – More Purposeful Learning /Planned Instruction (4/17 – 6/3)

- Formal
- New Standards
- Advancement of the Curriculum
- Students Evaluated on Engagement
- Live/ Recorded Videos
- Begin new course for last quarter

Parts of a lesson during Planned Instruction:

1. Instruction: Include a short video of yourself, Power Point, visual, etc. to introduce each lesson. This introduction should include examples by sharing your screen, visuals that help teach the skill, pictures that show a step by step process, etc. while introducing the lesson.
2. Independent Practice: A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc. Provide Feedback.
3. Reinforce: Create an additional source that goes along with the skill introduced. This can be an additional Brain Pop Video, You Tube Video, a different reading prompt, a different example of teaching the skill, etc.
4. Lesson Extension: Instead of homework, assign voluntary 'lesson extensions' for students.



Evaluating Student Based on Engagement

- Highly Engaged – means a student is actively participating by attending sessions, completing work/tasks, and is proactively communicating with the teacher and classmates.
- Engaged – means a student is meeting minimum expectations and/or is partially engaged, attends some learning sessions, and completes some work/tasks.
- Not Yet Engaged – means a student is not engaged in the learning process, does not attend learning sessions, and does not complete tasks/work.

Level of engagement will not be calculated into the final grade, but might be considered when we determine if the student does or does not earn credits. We know there may be many reasons why a student’s engagement may be affected, and we will do everything we can to support them.

WORKLOAD:

Subject	Workload
Elementary Math	30-45 minutes per week or 1 Activity per week
Elementary ELA	30-45 minutes per week or 1 Activity per week
Elementary Science	1 Activity per week
Elementary Social Studies	1 Activity per week
Elementary STEM/Library	1 Activity per week
Elementary Art	1 Activity per week
Elementary Music	1 Activity per week
Elementary PE/Health	1 Activity per week
Secondary English Language Arts Including Elective Courses	60 minutes per week
Secondary Math Including Elective Courses	60 minutes per week
Secondary Social Studies Including Elective Courses	60 minutes per week
Secondary Science Including Elective Courses	60 minutes per week
Spanish Including Elective Courses	60 minutes per week
Family Consumer Science	60 minutes per week
Secondary Art	60 minutes per week
Secondary Music	60 minutes per week
Secondary PE/Health	60 minutes per week
Industrial Arts	60 minutes per week
Tech Ed./Business Ed.	60 minutes per week
AP Courses	60 – 120 minutes per week
SAT Prep, Keystone Remediation, PSSA Prep	60 minutes per week



Communication Tools and Strategies

- Use Google Classroom for Enrichment and Review Activities and Planned Instruction
- Can continue to use homework blog, Class Dojo, Remind, etc. to communicate
- Grade Level Coordinators and Department Head Meetings Mondays from 1pm-3pm
- Teacher Office Hours Tuesdays and Thursdays from 1pm-3pm (Google Meet)
- Friday's County Meetings for job alike
- Documentation of parent and student communication is mandatory in CSIU, as well as, any collaboration with teachers regarding a student
- Students in grades 3-12 will have google email access
- Students can only email teachers or other students they cannot receive outside emails

Access (Devices, Platforms, Handouts)

Packet Distribution:

- Teachers email packets, including number needed and student name to printing group by Thursday at 9:00AM ([nseprint@gapps,northschuylkill.net](mailto:nseprint@gapps.northschuylkill.net), hsprint@gapps.northschuylkill.net)
- Teachers include Answer Keys
- Packets will be distributed by having pick up hours at North Schuylkill Elementary Friday 4pm-6pm and Monday 9am-11am
- Two weeks worth of work
- No completed work will be collected, submitted and/or graded

Technology:

- Homeroom teachers will be making initial contact with script and google form recording document
- Students surveyed for Internet access and devices
- Students who do have Internet but no devices will be issued a District Chromebook
- A second phase of the technology distribution will be to try to get Internet access for all students via Hotspots

Staff General Expectations

- All Homeroom teachers will make initial contact to students to provide updates, our plan, and questions regarding technology, and communicate hours of packet pick up (script guidance will be provided) completed on: March 30, 31
- Going Live April 1st for online activities – Phase I
- Going Live April 17th for more purposeful learning – Phase II
- Packets need to be emailed every Thursday (2 weeks' worth of work)
- Collaborate with members of your team or department
- Add your co-teacher to your Google Classroom
- Share activities for the upcoming week by 9:00am on Friday to Google Classroom
- Collaborate with special education staff (co-teacher or case manager) as necessary
- Communicate with parents, as necessary (ex. Phone, text, email, Class Dojo, Remind etc.)
- Be available online or by phone during the scheduled office hours
- Communicate with the technology department over any technology issues
- Virtually attend meetings with Team/Curriculum/Special Education/Admin as scheduled
- Case managers will continue to collaborate with general education teachers to provide accommodations and modifications, to the best of their ability, for students with IEPs.



Student Expectations

Actively engage in Flexible learning by:

- Monitoring Google Classroom daily or work on packet daily
- Establishing daily routines for engaging in the learning experiences
- Being responsible for independent learning and maintaining a positive growth mindset
- Engaging in all learning with academic honesty
- Being an advocate and communicating with your teachers if you require additional support
- Complying with School Internet Safety policies including expectations for online etiquette
- Completing work by Friday at 3:00pm which will serve as evidence of completion

Attendance / Accountability

- Elementary learning will be mainly focused around literacy and numeracy to maintain current skills
- Junior/Senior High School learning will be focused around prioritized curriculum content
- Students will have both online and off-line learning activities
- The primary tools for communication between teachers and families will be Google Classroom
- Assignment showing evidence of understanding must be due by Friday to show student progress
- Not Graded
- No formal attendance
- Participation will be recorded by teachers on a weekly basis
- Phase II students will be evaluated based on engagement



Good Faith Efforts for Access and Equity for All Students

- Create and distribute the Continuity Education Plan
- Support faculty and students/families shifting to a flexible learning environment
- Help teachers implement
- Support Learning experiences to keep students engaged
- Create guidelines for Continuity of Education plan
- Support faculty and Principals during transition
- Create and distribute a survey to find out which families need devices or packets
- Provide at least one device per student as requested and possible
- Support faculty shifting to a flexible learning environment
- Provide written/video support to assist faculty during transition
- Students without Internet will receive hardcopy with answers
- Teachers work with grade level or subject area to create your lessons in Google Classroom
- Teacher remember to see what your assignments look like from the students' point-of-view
- Teachers let students ask questions privately
- Teacher email students individually, or as a class
- Teachers communicate digitally with students who may be hesitant to 'talk' with you in person
- Teachers provide ALL students with feedback
- Teachers provide prompt feedback for learning
- Teachers track students engagement
- Teachers differentiate instruction where possible
- Teachers communicate with students who are not on Google Classroom - Provide feedback via telephone

Special Education Supports

- Special Education staff will continue to support regular education teachers with IEP compliance and adaptation/modification of assignments
- Special Education timelines will be maintained.
- Special Education teachers will provide support opportunities for students on their caseload via phone conferencing, Google Meet or Zoom. Print materials will be provided to those without access to the internet.
- Case managers of IEP students will contact parents weekly to check in on and determine need of support/concerns and/or offer assistance.
- IEP meeting, MDT Team Meetings will occur using Google Meet, ZOOM, or the school's phone system via phone conferencing, etc.
- Related Service providers will communicate regularly with subject/classroom teachers of roster students
- Related Service Providers will update data in the IEP plan
- Related Service Providers will offer virtual support opportunities for students on caseload
- Related Service Providers will consult with parents of students receiving their services

EL Supports

- Part of the IU29 Consortium for Title III services
- Supports in the area of EL teachers working/collaborating with regular education teachers
- EL teachers checking in with EL students
- Translation resources provided to keep home/school communication open
- Supports to ensure student success as they continue to meet their individual goals



Gifted Education

- Communicate regularly with subject and/or grade level classroom teachers who instruct students on Gifted Support Teachers' caseloads.
- Communicate regularly with students on each Gifted Support Teacher's caseload and/or their parents to determine need of support/concerns and/or offer any enrichment
- All teachers will maintain compliance in accordance with Chapter 16 Guidelines
- Provide one to one support opportunities for students on caseload utilizing virtual or phone platforms
- GIEP meetings, MDT Team Meetings will occur using Google Meet or the school's phone system via phone conferencing

Building/Grade Level Contacts

High School Principal, Ken Roseberry kroseberry@northschuylkill.net
High School Assistant Principal, Liza Ulceski lulceski@northschuylkill.net
Elementary Principal, Janice Whitaker jwhitaker@northschuylkill.net
Elementary Assistant Principal, Janel Hansbury jhansbury@northschuylkill.net
Special Education Director, Knute Brayford kbrayford@northschuylkill.net
Assistant Special Education Director, Christine Greblich cgreblich@northschuylkill.net

Resource Links

If parents or students would have concerns, please see our website at www.northschuylkill.net for a list of resources and contacts



TENTATIVE SCHEDULE:

Tuesday and Thursday Office Hours 1PM-3PM

March 30 & 31 – Teacher’s Initial Contact with Homeroom Students

April 1 Begin Week 1 of Enrichment and Review

April 2 Week 1 and 2 Packets Due

April 3 & 6 Packet Distribution

April 9 Begin Week 2 of Enrichment and Review

April 10 – CLOSED

April 16 Week 3 and 4 Packets Due

April 17 Begin Week 3 of Planned Instruction

April 17 & 20 Packet Distribution

April 24 Begin Week 4 of Planned Instruction

April 30 Week 5 and 6 Packets Due

May 1 Begin Week 5 of Planned Instruction

May 1 & 4 Packet Distribution

May 8 Begin Week 6 of Panned Instruction

May 14 Packets Due Week 7, 8 and 9 Packets Due

May 15 Begin Week 7 of Planned Instruction

May 15 & 18 Packet Distribution

May 22 Begin Week 8 of Planned Instruction

May 29 Begin Week 9 of Planned Instruction

June 3 End of 4th Marking Period – Engagement Reports Due

2019-2020 School Calendar Projection:

6 – In-Service Days (not counted as student days)

4 – Full Act 80 Days

128 – School Days before COVID-19

11 – Enrichment & Review Days

33 – Planned Instruction Days

176 TOTAL STUDENT DAYS (4 Days Unaccounted)



AUGUST

S	M	T	W	T	F	S
/	12	13	14	15	16	/
/	18	19	20	21	22	/
/	25	26	27	28	29	30

SEPTEMBER

S	M	T	W	T	F	S
/	/	3	4	5	6	/
/	9	10	11	12	13	/
/	16	17	18	19	20	/
/	23	24	25	26	27	/
/	30					

OCTOBER

S	M	T	W	T	F	S
/	/	1	2	3	4	/
/	7	8	9	10	11	/
/	14	15	16	17	18	/
/	21	22	23	24	25	/
/	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
/	/	/	/	/	1	/
/	4	5	6	7	8	/
/	11	12	13	14	15	/
/	18	19	20	21	22	/
/	25	26	27	28	29	30

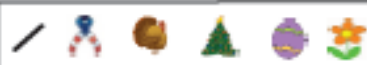
DECEMBER

S	M	T	W	T	F	S
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/	16	17	18	19	20	/
/	23	24	25	26	27	/
/	30	31				

JANUARY

S	M	T	W	T	F	S
/	/	/	2	3	/	/
/	6	7	8	9	10	/
/	13	14	15	16	17	/
/	20	21	22	23	24	/
/	27	28	29	30	31	

North Schuylkill School District School Calendar 2019-2020



School Not in Session
for Teachers or Students

Early Dismissal for Students:

November 27, 2019
December 20, 2019
June 3, 2020

Teacher In-Service Days
New Teacher Orientation

Act 80 Full Days
November 11, 2019
February 14, 2020
March 30 & 31, 2020

Act 80 Half Day
October 11, 2019

First Day of Marking Period
Last Day of School for Students
June 3, 2020

Marking Periods (celebrate with us!)

MP.	From	To	Days
1	08/26/19	10/29/19	45
2	10/30/19	01/15/20	45
3	01/16/20	03/13/20	40
4	04/01/20	06/03/20	46

State Mandated Closure

Enrichment & Review Days
Planned Instruction Days

Number of Student Days

Aug.	5	Feb.	19
Sept.	20	Mar.	12
Oct.	22	Apr.	21
Nov.	19	May	20
Dec.	14	June	3
Jan.	21		

Number of Teacher Days

Aug.	8	Jan.	22
Sept.	20	Feb.	19
Oct.	23	Mar.	12
Nov.	19	Apr.	21
Dec.	14	May	20
		June	4

Total: 182

Approved by
the Board of Education
December 5, 2018
PROJECTED 4-3-2020

FEBRUARY

S	M	T	W	T	F	S
/	/	3	4	5	6	7
/	9	10	11	12	13	/
/	16	17	18	19	20	21
/	24	25	26	27	28	/

MARCH

S	M	T	W	T	F	S
/	2	3	4	5	6	/
/	9	10	11	12	13	/
/	16	17	18	19	20	21
/	24	25	26	27	28	29

APRIL

S	M	T	W	T	F	S
/	/	/	/	/	/	/
/	6	7	8	9	10	/
/	13	14	15	16	17	/
/	20	21	22	23	24	/
/	27	28	29	30	1	2

MAY

S	M	T	W	T	F	S
/	/	/	/	/	/	/
/	3	4	5	6	7	/
/	10	11	12	13	14	/
/	17	18	19	20	21	/
/	24	25	26	27	28	29

JUNE

S	M	T	W	T	F	S
/	/	/	/	5	/	/
/	8	9	10	11	12	/
/	15	16	17	18	19	/
/	22	23	24	25	26	/
/	29	30				



Graduation:
June 3, 2020



MISSION
MISSION
POSSIBLE
POSSIBLE
