

## Continuity of Education Plan

School District	Tunkhannock Area School District
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### Goal of Plan

Tunkhannock Area School District's Continuity of Education plan is designed to provide learning opportunities for students during an extended school closure.

### Overview of Plan

During the initial closure, March 13 to March 27, all TASD students were provided with the equivalent of two weeks' worth of work to be completed.

The CoE Plan will be implemented in three phases. During Phase 1 ( March 30 to April 8), the district will develop courses in the four content areas (ELA, math, science and social studies) and release them for students and teachers K-12. Phase 2 (April 8 to April 20), will involve developing and releasing all electives and specials courses K-12. Phase 1 and 2 will focus on review and enrichment.

Phase 3 (April 20-May 1) will emphasize student and teacher support including related services. During this phase, the district will establish a process for identifying and reaching out to students and their families not currently participating in learning. The district will work diligently to maximize participation in all classes.

Phase 4, (May 1 and onward) the district will transition to a model of Planned Instruction which we included in the development of each course. Teachers will have the option to conduct virtual class discussion and meetings.

### Expectations for Teaching and Learning

Teachers will meet weekly as grade level teams to determine what materials and expectations they will establish for students during the next week. Grade level teams will develop a weekly newsletter that will be available to parents and students via our SIS. Grade level leaders will release the agreed upon materials in the Edmentum courses. Teachers will monitor student progress and reach out to individual students and their parents throughout the week. They will provide academic support, encouragement and feedback. The content will be released in such a way that it will encourage students to interact with learning on a daily basis, however, it will not require six hours of screen time.

#### Communication Tools and Strategies

Parents, students and teachers will communicate through use of our SIS, the Remind App and email. Phone calls are encouraged, as well. Teachers have been asked to establish and communicate weekly "office hours" when they can dedicate time to being available to support students. All teachers will utilize the newsletter or some other weekly communication tool to establish student expectations. During Phase 4, some teachers may choose to use live virtual meetings with students via Zoom or Microsoft Teams.

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

The district has offered two options to students and their families. Students may access materials online through the Edmentum platform, or they can receive paper and pencil materials. To date, the district has deployed approximately 500 devices to families in our district. We have worked with families to connect them to wifi providers and coached them on how to use their phones as hotspots. In addition, the district has ordered 100 AT&T hotspots for distribution.

#### Staff General Expectations

Support staff paraprofessionals will be integrated during Phase 3. They will be available to assist students and teachers as they transition to Plan Instruction.

#### Student Expectations

All students are encouraged to participate and we will do everything possible to provide devices, connectivity or printed materials to all learners. Once fully implemented, we would expect students to be online each day engaged in academic work.

#### Attendance / Accountability

Attendance will be tracked through the Edmentum platform allowing teachers to see who has logged on the system, their time on task and their progress. Students who have requested printed materials will be contacted by building level teachers to assess their progress and participation.

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

TASD has deployed more than 500 devices and will begin the process of contacting students who have not logged onto the system or requested printed materials. We will do this family by family, providing encouragement and support to engage in this process. We will continue to do enrichment and review until we facilitate as many participants as possible. Only after that will we transition to Planned Instruction.

### Special Education Supports

Students included in co-taught classes will have two teachers of record, one being a learning support teacher who will monitor the student's progress and provide support, as needed. If accommodations are needed, they will be made. Students enrolled in self-contained learning support classroom are provided with corresponding sections of the class. This course content is selected and directed by the learning support teacher who is the only teacher of record. A designated staff member will support the development of all special education classes to help teachers develop materials that address diverse student needs. Related Service will be provided via a tele-therapy platform.

### EL Supports

The EL teacher will work with classroom teachers of EL students to provide support and guidance. The EL teacher will work directly with EL students and their families to ensure that students are engaged in learning and able to complete the work assigned.

### Gifted Education

The Gifted teacher will be listed as a co-teacher in all GIEP students' classes thereby allowing the teacher to see content and provide enrichment activities. The Gifted teacher will be responsible for reaching out to all GIEP students and their families to provide support and extended thinking activities.

### Building/Grade Level Contacts

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### Resource Links

<https://www.edmentum.com/products/courseware>

<https://www.edmentum.com/products/exact-path>

[www.tasd.net](http://www.tasd.net)