**Purpose**

The purpose of this two week continuity of education plan is to provide a more detailed virtual learning process, which is part of the extended phase of school closure. The plan is intended to make this process manageable, meaningful, and scaffolded for all stakeholders. **This plan will be updated every two weeks or as PDE provides new school closure guidance.** All learning activities and lessons for the core content areas will be connected to the PA priority standards.

During this time, instruction is provided virtually and facilitated by teachers. This on-line platform of instruction includes a balance of asynchronous lessons for both guided and independent practice and video conferencing with students. Faculty will use a variety of technological resources to facilitate student-teacher and student-student communication.

For the first week of the plan, March 30 - April 3, assignments and activities will be submitted and reviewed for feedback, which will be provided by the classroom teacher. This rationale affords time to develop familiarity with technological competencies while navigating a virtual platform. It also provides students and teachers time to form a common understanding for class expectations and participation. As of now, spring break is still a scheduled break April 6 -10. For the second week of the plan, April 13 -17, work completed will be graded.

There are three components to this plan: Attendance, Communication, and Resources, as required by PDE.

### Attendance

This component consists of:

- Students signing in virtually to the Google Classroom, Nearpod, and/or Seesaw module of learning provided by their teacher for the week.
- Teachers entering attendance into Infinite Campus.
- Teachers checking in with students and guardians through virtual platforms and district email.
- Please see more details in the Attendance section of this plan.

### Communication

This component involves:

- A commitment from both the District and MNSD families to maintain communication in an effort to provide the necessary support for virtual learning.
- Communication using a variety of technological resources to facilitate learning.
- Email communication between faculty, students, and/or guardians to share what learning is required for the week, what resources are available, how to access resources, provide feedback on the learning, and answer any questions.
- Office Hours: these blocks of time are scheduled to provide a consistent structure for virtual conferencing with students and/or guardians in order to respond to questions. They are designed to provide the faculty with devoted time and minimal overlap.
- Please see more details in the Communication section of this plan.

### Resources

This component includes:

- A variety of technological resources utilized to support this extended phase of school closure and virtual learning. These include Google Classroom, video conferencing, Nearpod, Seesaw, links to curricular resources, and district email.
- Printable versions of digital materials will be provided to be printed at home upon request.
- Please see more details in the Resources section of this plan.
Attendance & Communication

Elementary Attendance
Attendance will be monitored by each teacher who is providing a lesson for that day. Homeroom teachers will send an email to any guardian of a student who has not accessed either Nearpod, Seesaw, or Google Classroom by Thursday of that week.

Secondary Attendance
Students will join the Google Classroom created for their homeroom. Students will then log into Google Classroom anytime between 7am and 12pm daily, Monday through Friday, to respond to a homeroom attendance check-in question. If a student has not logged in and answered the question by 12pm each day, an automated phone call will go out from the District at the conclusion of each school day. Guardians do not need to call in absences.

Communication
Faculty will make themselves available during scheduled office hours (refer to Faculty Office Hours section). These office hours are designed to be staggered to avoid overlap in faculty availability. During office hours, staff will be available to communicate with students. This devoted time can allow teachers to conference virtually with individuals or small groups of students, provide instruction, and/or offer a help class.

MNSD is committed to all stakeholders maintaining ongoing communication.
# Faculty Office Hours

## Elementary

<table>
<thead>
<tr>
<th>Day</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Wednesday</td>
<td>9:00 - 11:00</td>
<td>11:00 - 1:00</td>
<td>1:30 - 3:30</td>
</tr>
<tr>
<td>Tuesday and Thursday</td>
<td>Unified Arts</td>
<td>Special Education, English Language Learners Program, Reading Specialists</td>
<td>Counselors</td>
</tr>
<tr>
<td>Friday</td>
<td>K - 5 Gifted Support, Behavioral Health Workers, Psychologists</td>
<td>Building-level staff meetings and other professional responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

## Secondary

<table>
<thead>
<tr>
<th>Day</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Wednesday</td>
<td>8:00 - 10:00</td>
<td>10:00 - 12:00</td>
<td>12:30 - 2:30</td>
</tr>
<tr>
<td>Tuesday and Thursday</td>
<td>Math</td>
<td>Science</td>
<td>PHMS: Cycle Classes MNHS: VPA, BTE, HPE</td>
</tr>
<tr>
<td>Friday</td>
<td>6-12 Gifted Support, Behavioral Health Workers, Psychologists</td>
<td>Building-level staff meetings and other professional responsibilities</td>
<td></td>
</tr>
</tbody>
</table>
Faculty will have designated office hours, as detailed in the Faculty Office Hours section. These blocks of time are scheduled to provide a consistent structure for virtual conferencing with students and/or guardians in order to respond to questions. They are designed to provide the faculty with devoted time and minimal overlap. This devoted time can allow faculty to communicate with students, conference with individuals or small groups of students, offer a help class, or deliver synchronous instruction.

Faculty will be intermittently available to students and guardians during each school day. During times not designated as office hours, faculty will be planning, participating in professional development, attending building-level meetings, IEP/504/GIEP meetings, and providing feedback to students.

Emails should receive a reply within 1-2 business days.

For the first week of the plan, March 30 - April 3, assignments and activities will be submitted and reviewed for feedback, which will be provided by the classroom teacher. This rationale affords time to develop familiarity with technological competencies while navigating a virtual platform. It also provides students and teachers time to form a common understanding for class expectations and participation. As of now, spring break is still a scheduled break April 6 -10. For the second week of the plan, April 13 -17, work completed will be graded.

This plan may be adjusted as a result of PDE's School Closure Guidance updates.
Pupil Services staff will be available each school day via district email. Conference calls can be arranged as needed.

IEP/GIEP/504 Considerations:

- Teachers will be providing work/instructional activities with appropriate accommodations within this virtual learning format. Special education, 504 plan case managers, and gifted support teachers will work in conjunction with regular education teachers and communicate directly with guardians of students on their caseloads. Services that can take place by phone may still take place.

- Families will be contacted regarding delivery of individualized services. The District intends to continue holding IEP, GIEP, and 504 meetings. Counselors, administrators, regular education teachers, nurses, behavioral health workers, psychologists, behavior analysts, and families will be invited to participate by phone or by video conference.
K - 5 General Information

- Three learning activities per content area will be assigned weekly. Each learning activity should take approximately 30-45 minutes to complete. These could be separate learning activities or an activity that spans multiple days.

- Unified arts teachers will post one learning activity, per grade, per week.

- Support teachers such as special education, reading support, English language specialist, occupational, speech and physical therapists will create learning activities and/or provide support through differentiated instruction and/or individual education plans.

- Counselors, nurses, behavioral health workers, psychologists, and behavior analysts will be available to support staff members, students, and guardians as needed through electronic communication.

- Any learning activities involving submitted work can either be submitted by the student through Google Classroom, Seesaw, or Nearpod, or be emailed to the teacher by parents/guardians.

- Digital lessons and instructional activities (ex. Nearpod modules) will be communicated via district email, Infinite Campus Messenger, Google Classroom, and/or Seesaw.

- Submission times for students to submit assignments will be set by the teacher, but should not be before 3pm on the same day that the assignment is posted. No additional assignments or instructional activities will be posted over the course of the week. This allows time for students to complete work for multiple subjects, and for teachers to monitor progress, provide feedback, and develop lessons.
Three learning activities per course will be assigned weekly. Each learning activity should take approximately 30-45 minutes to complete. This could be separate learning activities or an activity that spans multiple days.

The third marking period will end as scheduled on March 27th. Any work assigned prior to the last student day on March 12th can be submitted for the third marking period through April 3rd. The fourth marking period will begin on March 30th.

Support teachers such as special education, reading support, and English language specialists will create learning activities and/or provide support through differentiated instruction and/or individual education plans.

Lessons and instructional activities will be posted to the virtual platform by all teachers by 8am on Monday for the upcoming week.

Any learning activities involving submitted work can either be emailed to the teacher by students or submitted through Google classroom or Nearpod. Teachers will set submission times for student assignments. None will be before 3pm on Monday.

No additional assignments or instructional activities will be posted over the course of the week. This allows time for teachers to monitor progress, provide feedback, and develop lessons.
Marple Newtown School District
Continuity of Education Plan

Resources

If You Have Questions...

About Technology:
Complete a MNSD Technical Assistance digital request at bit.ly/MNSDTechnicalAssistance (case sensitive)

About Curriculum:
Contact your child’s teacher

About Social and Emotional Needs:
Contact your child’s school counselor

About Special Education:
Contact your child’s case manager

About Anything Else:
Contact your child’s building principal