

Continuity of Education Plan

School District	Methacton School District
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Goal of Plan
The overarching goal is to provide continuity of instruction through the use of technology, which will allow for all students to have access to learning new grade level concepts & skills.

Overview of Plan
As an exemplary student-focused and community-centered environment, Methacton School District prepares learners to meet the needs of our evolving world. To support this mission, the District’s vision is to empower all learners to develop talents, encourage personal growth and success, and inspire leadership to transform our future. To that end, the District’s plan is to use a virtual learning system whereby teachers plan collaboratively in order for students to have the opportunity to continue learning about and developing skills in appropriate grade level & subject area. The virtual lessons will allow for a continued focus not only on these grade level & subject area skills, but also on 21 st century skills such as collaboration, communication, critical thinking and creativity.

Expectations for Teaching and Learning
Teachers are expected to plan collaboratively in order to provide not only for grade levels skills, but also for the necessary remediation and enrichment opportunities that students will need. They will plan according to units, and provide lessons, resources, and assignments on a weekly basis. Students will have flexibility in terms of the amount of time they take to complete the weekly work & assignments, but they will also be required to log on and sign in to their Google Classroom by noon on a daily basis.

Communication Tools and Strategies
The district website has a link devoted to COVID 19 information. On no less than a weekly basis, the superintendent of schools provides a communication via School Messenger, with the communication then posted to this website. A number of resources are provided within the District’s Remote Learning Plan. These resources are varied: parent resources for assisting children in an online platform; student resources for working in the online platform, learning resources, and attendance

directions; numerous counseling resources for families; and food resources. Parents should look for School Messenger alerts and refer to the district website for information.

Access (Devices, Platforms, Handouts)

All students in grades 7-12 have Chromebooks, giving them regular access to a 1:1 environment. For students who do not have home access to a device, the district has arranged for families to pick up Chromebooks. Google Classrooms will be used to deliver instruction.

Staff General Expectations

Teachers of the same courses and/or grade levels will plan together through Zoom meetings and through the use of Google Drives, which will house common resources. Teachers will then provide instruction on specific course and grade level skills, and pull from the common resources to incorporate into their own Google Classrooms. Teachers of gifted students, students with IEPs, and with English Language needs will also plan with classroom teachers to ensure access for all students. Staff will hold office hours for no less than 1.5 hours per day.

Student Expectations

Students will be expected to engage in learning activities, inclusive of time spent online, for up to 10 hours per week if in grades K-4, and up to 15 hours per week for those in grades 5-12. Those in grades K-8 will have resources to explore and assignments to complete for core subject areas, and options from which to select activities within special areas and expressive arts. Students in grades 9-12 will be provided with work from each of their teachers, inclusive of electives. All students are expected to reach out to their teachers with questions.

Attendance / Accountability

While work may be done at any time throughout the day, students are required to log on and sign in to their Google Classroom no later than noon each day. Administrators will track student attendance, and a communication will be made with those who are not signing in. Meaningful accountability will be established based on students completing and submitting required assignments.

Good Faith Efforts for Access and Equity for All Students

In order to ensure our plan reflects inclusive practices, all teachers—classroom teachers, special education teachers, ELD teachers, and gifted teachers—are working together on a regular basis to identify specific skills of focus for students in each grade level and content area. They are identifying resources to be used and storing these in a Google Drive from which each teacher will build a Google Classroom for instruction. Resources are being modified as appropriate for students, and the district is providing resources that will allow for accommodations such as speaking to text and having text read to students. The District's instructional assistants and support staff are also continuing to provide access to related services.

Special Education Supports

Methacton will focus on providing students with access to meaningful instruction that includes accommodations and modifications as needed. Classroom teachers, special education teachers, and department coordinators at all levels are in continuous collaboration so that the major concepts and

skills from our regular curriculum are accessible for all learners. Students supported in our autistic support, life skills support, or communication classes will have access to individualized instruction designed by their teachers. Parents with questions about their child's programming or progress are encouraged to reach out to the teacher.

EL Supports

ELD teachers are a part of planning teams with classroom teachers and department coordinators at each level to ensure accommodations are appropriate and embedded in the planning. Student progress will continue to be monitored by these teachers. Parents with questions about their child's programming or progress are encouraged to reach out to the teacher.

Gifted Education

Gifted teachers are a part of planning teams with classroom teachers and department coordinators at each level to ensure accommodations are appropriate and embedded in the planning. Student progress will continue to be monitored by these teachers. Parents with questions about their child's programming or progress are encouraged to reach out to the teacher.

Building/Grade Level Contacts

In each building, the principal is the first person to serve as the point of contact. Additionally, special education supervisors and technology integrators at each level, as well as department coordinators can provide feedback for parents who have question. Parents may also contact administrators at a district level such as, the director of student services, director of curriculum, instruction & assessment, supervisor for professional learning and continuous improvement, supervisor for elementary education, and the interim director of technology.

Resource Links

Resource links for students will vary according to subject and grade level. The district, is however, providing general resources for parents and students related to learning through an online platform. The majority of these will be from resources with which students are already familiar. Each Google Classroom will provide specific resources according to the lesson being taught. In addition to these, generally, K-4 will have access to <https://sites.google.com/view/msdwiki/home?authuser=0>, and 5-12 will have access to <https://mymsd.methacton.org/Sites/students/SitePages/Home.aspx>.