

A Partnership Among Geisinger Commonwealth School of Medicine, Johnson College, Keystone College, Lackawanna College, Luzerne County Community College, Marywood University, Misericordia University, Penn State Scranton, Penn State Wilkes-Barre, The Wright Center for Graduate Medical Education, University of Scranton & Wilkes University



THE INSTITUTE FOR PUBLIC POLICY & ECONOMIC DEVELOPMENT



August 2020

Institute Insights: **Impact of COVID-19** **on K-12 Education in** **Our Region** **Part 1: Spring 2020**



Introduction

This research was underwritten by the **Greater Scranton Chamber of Commerce, and UGI Utilities** and with support from the **Luzerne County COVID-19 Emergency Response Fund of The Luzerne Foundation, the Scranton Area Community Foundation COVID 19 Fund and the Wells Fargo Foundation.**

This report was developed to examine the impact of the COVID-19 pandemic on public school education in our region for Kindergarten through 12th grade. This iterative study will involve several components. The first part of this analysis examines the approaches used by school districts in Lackawanna and Luzerne Counties to provide Continuity of Education to students in the spring of 2020 following the mandated closure of all Pennsylvania schools beginning in mid-March to mitigate the spread of the virus.

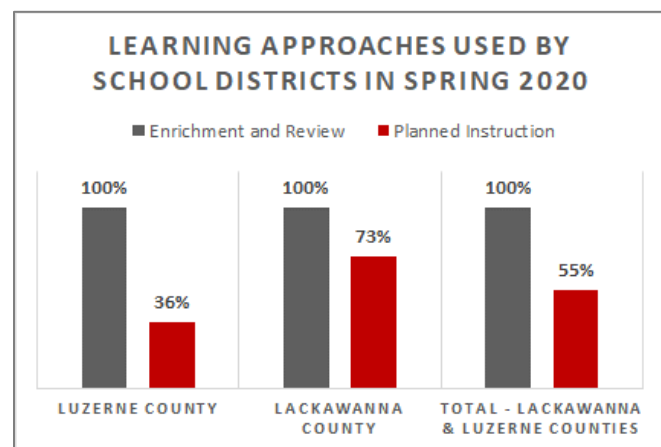
As schools were ordered to remain closed for the remainder of the 2019-2020 academic year, the Pennsylvania Department of Education (PDE) strongly encouraged school districts to provide continuity of education for all students in the most appropriate and accessible ways possible. Continuity of education is the overarching term for educational practices that occur in the event of a prolonged school closure. School districts were encouraged to develop Continuity of Education Plans at the local level based on feasibility, availability of resources, local student needs, access and equity considerations, and social distancing guidance.

The matrix included in the Appendix identifies the approaches used by each public school district in Lackawanna and Luzerne County, including the types of online or distance learning resources that were used, the grading and attendance policies that were followed, and other resources that were made available to students, including meal distribution. This information was compiled from Continuity of

Education plans posted on school district websites or obtained from school administrators, and supplemented with information from published media reports. In a few cases, school districts' Continuity of Education plans were no longer available on district websites, and were unable to be obtained upon request by The Institute, limiting the information that could be collected regarding their approach.

Spring 2020 Learning Approaches

School districts in Luzerne and Lackawanna Counties used two approaches for providing continuity of education to students in the spring of 2020 following school closures. All districts in both Lackawanna and Luzerne Counties initially offered Enrichment and Review opportunities. These consisted of informal activities designed to reinforce or extend students' prior learning. School districts also had the option to transition to Planned Instruction, using planned courses of instruction of new concepts and skill aligned to grade levels. Just over one-third of the eleven school districts in Luzerne County transitioned to Planned Instruction in mid to late April following the determination that schools would remain closed through the end of the academic year.¹ In Lackawanna County, nearly three-quarters of the eleven school districts made the transition to Planned Instruction.²



¹ Luzerne County School Districts include: Crestwood, Dallas, Greater Nanticoke Area, Hanover Area, Hazleton Area, Lake Lehman, Northwest Area, Pittston Area, Wilkes-Barre Area, Wyoming Area and Wyoming Valley West.

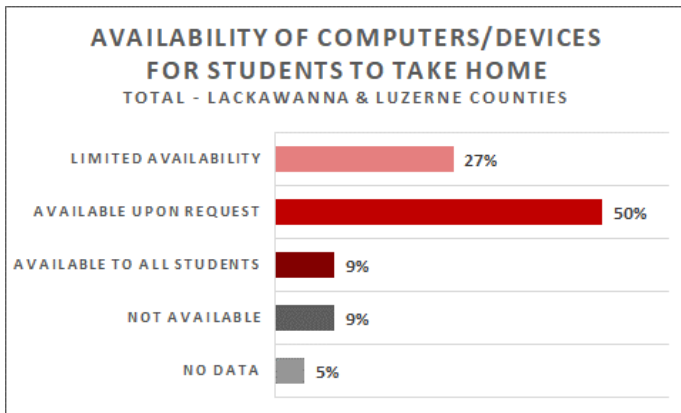
² Lackawanna County School Districts include: Abington Heights, Carbondale Area, Dunmore, Lackawanna Trail, Lakeland, Mid

Valley, North Pocono, Old Forge, Riverside, Scranton and Valley View. Although Lackawanna Trail is within Wyoming County, it was included in Lackawanna County's totals for the purposes of this analysis.

Availability of Devices for Students

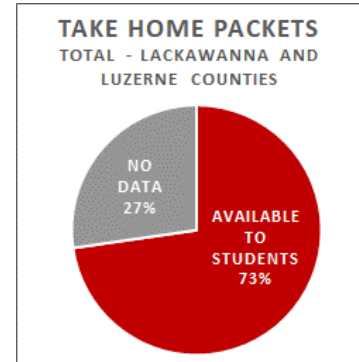
Many School districts tried to provide assistance to students and families who did not have computers or other electronic devices needed to access remote learning materials. About one-quarter of school districts in Lackawanna and Luzerne Counties combined had limited availability of devices to loan to students, while half were able to loan devices to students upon request, and did not specify limitations on the quantities available in their Continuity of Education plans. Nine percent, or two school districts in total, had devices available for all students. Northwest Area school district in Luzerne County had Chromebooks for all students, and Lake Lehman had devices available to all students in grades 3 through 12, and upon request to students in kindergarten through grade 2. Chromebooks were the most common types of devices made available to students.

Two districts in Lackawanna County, Carbondale Area and Lackawanna Trail, were not able to provide devices to students, according to their initial Continuity of Education plans. As school districts outline their plans for re-opening in the fall, all are relying on at least partial a virtual learning component. Student access to electronic devices will continue to be a necessity, and many families will remain in need of assistance.



Take-Home Packets

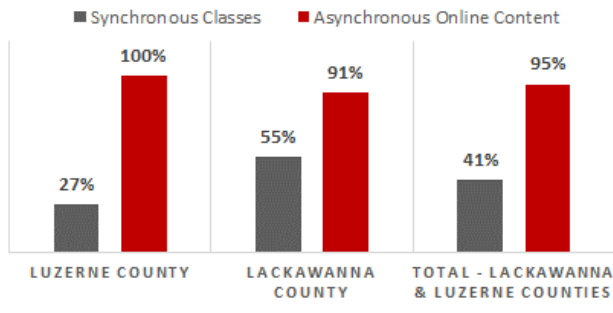
Nearly three-quarters of school districts in Lackawanna and Luzerne Counties had packets of learning materials available for students who did not have access to an electronic device. In some districts, packets were only available in isolated circumstances or for certain grade levels, typically at the elementary level. Distribution of the packets varied. Some school districts had designated pickup times, often coinciding with scheduled distributions of food. One district (Pittston Area) mailed packets to all students in kindergarten and 1st grade and to other students upon request. Northwest Area used district vans to deliver packets to students in need.



Remote Instruction Methods

Nearly all school districts in Lackawanna and Luzerne Counties used asynchronous remote instruction methods to deliver educational materials to students. This self-guided content could include lessons delivered through posted video content, message boards, or other resources that gave students the flexibility to complete assignments at their own pace. Synchronous lessons, or lessons delivered in real-time through virtual meeting technologies such as Zoom and Google Meet, were offered much less frequently. In Luzerne County, about one-quarter of school districts offered synchronous classes, while just over half of Lackawanna County school districts offered this method. Those districts offering synchronous lessons typically used a combined approach that also included asynchronous materials, and also the ability for students to watch a recording of the lesson at a later time.

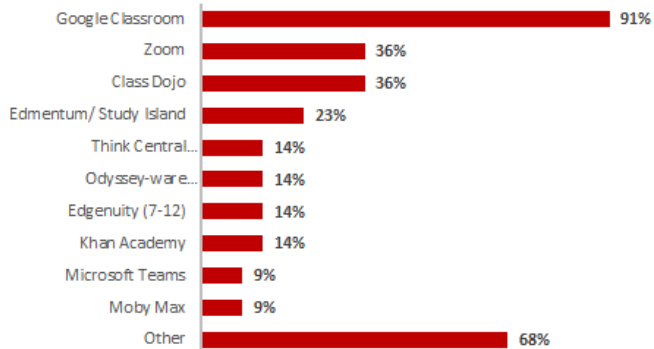
REMOTE INSTRUCTION METHODS USED BY SCHOOL DISTRICTS IN SPRING 2020



Instructional Technologies

School districts used a variety of instructional technologies to communicate with students and present lessons in the remote learning environments, according to their Continuity of Education plans. Google Classroom was used most frequently, by 91 percent of school districts in the two counties combined. Over one-third of school districts included the option to use the Zoom meeting platform to meet virtually with students, while nine percent used Microsoft Teams. The Class Dojo app, a school communication platform, was used by 36 percent of districts within their primary schools to connect teachers, students, and families. Other tools used included: Edmentum’s Study Island reading and math resources (23 percent), Think Central, Odyssey-ware, Edgenuity and Khan Academy (14 percent), Moby Max (9 percent), and a variety of other resources (68 percent).

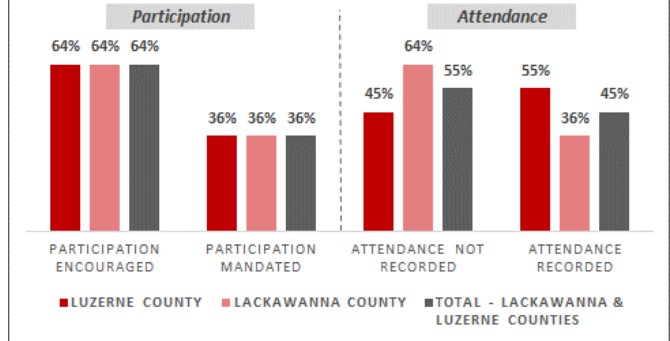
INSTRUCTIONAL TECHNOLOGIES USED TOTAL - LACKAWANNA & LUZERNE COUNTIES



Participation and Attendance Policies

School districts outlined students’ attendance and accountability expectations in their Continuity of Education plans. In some cases, this expectations shifted when school districts that offered Planned Instruction began that phase. The following chart reflects that policies that were in place as of the end of the school year. In both Lackawanna and Luzerne Counties, about two-thirds of school districts *encouraged* students to participate. However, some school districts noted that although students were encouraged to participate, they were not *required* to participate. One district, Greater Nanticoke Area, noted that “Students are highly encouraged to participate in review and enrichment but due to limitations with technology and internet connectivity students’ participation is voluntary.”³

PARTICIPATION AND ATTENDANCE POLICIES IN SPRING 2020



Around one-third (36 percent) of school districts in Lackawanna and Luzerne Counties required or mandated student participation. These districts also had electronic devices available to students upon request, or available to all students. This reinforces the importance of access to electronic devices in order for students to participate in virtual learning environments.

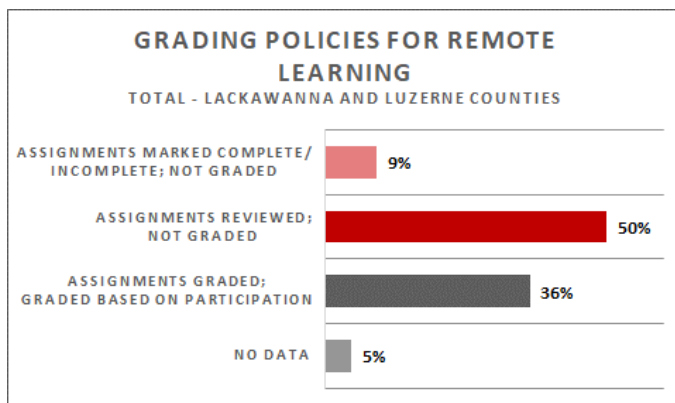
School districts’ policies regarding recording of student attendance varied, and were often tied to participation requirements. Attendance was recorded in all cases where student participation was mandated. Some school districts that encouraged, but did not require, participation recorded attendance, and used it in the grading criteria. One of these districts, Pittston Area, noted

³ (Grevera, 2020)

in their grading procedures that students would “receive credit for a course by participating daily in their lessons and completing 60% of the work assigned.”⁴

Grading Procedures

In over half of school districts in Lackawanna and Luzerne Counties, assignments submitted by students during the remote learning period were either reviewed or marked complete/incomplete, but not graded. Just over one-third of districts graded student assignments, or graded them based on participation. Grading procedures could not be located for the Lakeland school district.



In most cases, students did not receive traditional grades during the periods of remote learning. Some school districts, including Mid Valley, Old Forge and Scranton in Lackawanna County, noted that 4th quarter grades would be Pass/Fail based on student participation. Other school districts noted the specific grading procedures in their Continuity of Education plans. Pittston Area used a *Pass/Needs Improvement/Non-Participant* rating scale. Wilkes-Barre Area established different rating scales by grade:

- Grades K-2: Students were rated *Satisfactory* or *Unsatisfactory* based on completion of 60% or more of assignments.
- Grades 3-12: Students were rated *Exemplary* (85-100, student participated in almost all live sessions), *Satisfactory* (70-84, student participated in most all live sessions), *Limited* (60-69, student

participated in some live sessions), *Unsatisfactory* (below 60, student did not participate in any live sessions).

Some school districts, including Valley View, used a “grade improvement” system in certain cases. For Valley View high school students, assignments handed in during the 4th quarter remote learning period were only counted if their scores improved the students’ final grade. Scores that would lower a student’s grade were not counted.

Special Education, Gifted Education and English Language Learners Support

Intermediate Units in Lackawanna and Luzerne Counties worked with their member school districts to develop Continuity of Education plans and ensure access to learning to all students, including students with disabilities and students who require English as a second language services. Luzerne Intermediate Unit #18 (LIU 18), which serves school districts in Luzerne and part of Wyoming Counties, assisted its member school districts and career technology schools with developing continuity of education plans for an extended closure.⁵

LIU 18 provided member districts with a toolkit of resources to assist in providing review and enrichment opportunities to students, including information on service delivery models, special education process, technology access, and online and paper and pencil resources.⁶ According to LIU 18’s Continuity of Education plan, teachers and related service providers in Special Education programs were given professional development in Google virtual platforms, and they created Google Meets classroom pages with daily schedules of activities to support students’ IEP goals. Students without access to a virtual program would be contacted by phone daily and provided with pen and paper activities.

According to the LIU plan, teachers in English Learner (EL) programs also received professional development and training in online learning techniques, and created a Google Meet classroom

⁴ (Booth, 2020)

⁵ Members of LIU 18 are Crestwood, Dallas, Greater Nanticoke Area, Hanover Area, Hazleton Area, Lake-Lehman, Northwest

Area, Pittston Area, Tunkhannock Area, Wilkes-Barre Area, Wyoming Area and Wyoming Valley West.

⁶ (Guydish, 2020)

for delivery of live instruction and daily schedules for English Learner students.

Students had the ability to interact with staff through Google Meets, and were provided with electronic tablets based on responses to a needs assessment survey. Teachers and education staff were expected to deliver enrichment activities virtually when possible, either synchronously or asynchronously. Students were expected to participate and engage in activities regularly.

The Northeastern Educational Intermediate Unit 19's (NEIU19) Continuity of Education plan outlined the expectations for students in IU programs to receive planned instruction/materials in the form of virtual programs, Zoom meetings, pencil/paper activities, television programs and website activities.⁷ Teachers were expected to provide two (15 minute) virtual sessions per student per week and document student participation. Students without virtual access were to be contacted by phone and materials were to be sent to their home. In addition, teachers were also expected to provide at least one (up to 30 minutes) virtual session per week with the whole class. Students were expected to participate in planned instruction learning activities, and participation was documented.

School districts also documented planned resources for Gifted Education students in their Continuity of Education plans. These included establishing a Google Classroom to provide opportunities for enrichment, and providing virtual check-ins with gifted education teachers/case managers. School districts strived to continue to complete Individualized Education Plans in accordance with federal timelines.

Other Resources Available to Students

As schools throughout the region closed in mid-March, student access to breakfast and lunch provided by schools was in jeopardy. The Pennsylvania Department of Education received a waiver from the federal government to allow schools to provide free meals to all children during statewide COVID-19 mitigation efforts. Recognizing that many students depend on meals provided by schools, and that families' food concerns might be intensified by spikes in unemployment as many businesses were forced to temporarily close, school districts quickly reorganized to distribute grab and go meals to students. All school districts in Lackawanna and Luzerne Counties provided bagged meal distributions, usually multiple times per week and at multiple locations throughout their districts in order to accommodate those without access to transportation. Meals were often offered to students, regardless of free-lunch status. Distributions of meals were often handled by school administrators and other volunteers.

Some school districts provided families with assistance to Internet access, either by supplying personal Wi-Fi hot spot connections through the district and offering Wi-Fi connectivity in school parking lots. School districts also provided resources for accessing free Internet service on a temporary basis through local service providers.

Several school districts also address students' potential health needs, by providing access to consultations with school nurses during school closures. In addition, to support students' academic planning needs, several school districts provided access to school guidance counselors via email.

⁷ Members of NEIU 19 are Abington Heights, Blue Ridge, Carbondale Area, Dunmore, Elk Lake, Forest Regional, Lackawanna Trail, Lakeland, Mid Valley, Montrose Area, Mountain

View, North Pocono, Old Forge, Riverside, Scranton, Susquehanna Community, Valley View, Wallenpaupack Area, Wayne Highlands, and Western Wayne.

Summary & Next Steps

Schools were faced with an unprecedented situation in the spring of 2020 as a result of the COVID-19 pandemic. It required them to cease in-person instruction of students and quickly develop alternate plans to resume educational activities through virtual and other remote formats.

While all school districts in Lackawanna and Luzerne Counties were able to offer Enrichment and Review activities to students initially, only about one-third of the eleven school districts in Luzerne County transitioned to Planned Instruction of new concepts and skills as schools faced long-term closures, compared to nearly three-quarters of the eleven school districts Lackawanna County.

Many districts did not have the resources to reach all students virtually, due to a lack of electronic devices to supply to all students and limitations on Internet connectivity for some families and rural regions. About one-quarter of school districts in Lackawanna and Luzerne Counties combined had limited availability of devices to loan to students, and two districts were not able to supply devices to students. Most districts were able to provide take-home packets of learning materials to students in need.

Nearly all school districts in the region provided asynchronous remote instruction to students through self-guided content. Synchronous lessons delivered in real-time were offered much less frequently, especially in Luzerne County where about one-quarter of school districts offered synchronous classes, compared to just over half of Lackawanna County school districts.

School districts used a variety of instructional technologies to communicate with students and present lessons in the remote learning environments. Google Classroom was the predominant platform, used by 91 percent of school districts in the two counties combined.

Around one-third (36 percent) of school districts in Lackawanna and Luzerne Counties required or mandated student participation, while for the other districts participation was encouraged, but not required. Districts that mandated participation also had electronic devices available to students upon request, or available to all students. Fewer than half

of districts recorded student attendance. Typically it was recorded in districts with mandated student participation, and factored into grading criteria.

In over half of school districts in Lackawanna and Luzerne Counties, assignments submitted by students during the remote learning period were not graded. In cases where grading criteria were documented, students did not receive traditional grades for the fourth quarter.

Intermediate Units in Lackawanna (NEIU 19) and Luzerne (LIU 18) Counties worked with their member school districts to develop Continuity of Education plans to ensure access to learning to all students, including students with disabilities and students who require English as a second language services. Students received instruction through virtual platforms, including Google Classroom and Zoom, and those without virtual access were to be contacted by phone and provided with provided with pen and paper activities. School districts also documented planned resources for Gifted Education students in their Continuity of Education plans, including establishing Google Classrooms to provide opportunities for enrichment, and providing virtual check-ins with gifted education teachers/case managers.

School districts also tried to fill other gaps in students' needs caused by school closures. All districts offered distribution of grab and go meals, and some offered resources to assist with Internet access. Several school districts offered remote access to school nurses and guidance counselors, to address health and academic concerns.

While it's unclear how much of an impact the switch to remote learning had on students academically, many fear the learning losses will be substantial. With schools set to begin the new school year, school administrators and teachers will be faced with trying to diagnose learning losses and get students caught up to their grade level, and in most cases they will still be faced with the challenges of remote learning environments. Add in the other health and safety hurdles districts face in trying to keep students and staff safe in those schools that do offer in-person instruction, and the challenges are daunting.

The next part of The Institute’s research on the Impact of COVID-19 on K-12 Education in Our Region will look at school districts’ plans for reopening. This will include an analysis of the overall approaches used by districts as outlined in their Health and Safety plans filed with the Pennsylvania Department of Education, and their individual reopening plans approved by local school boards.

The Institute will also conducting an analysis of the correlation between socioeconomic status of school districts and robustness of distance learning resources available to students. This analysis, along with a literature review, will inform the discussion on how COVID-19’s school disruptions might affect socioeconomic disparities in education, or educational outcomes in general. This research will culminate in policy or programmatic recommendations, as appropriate. ◇

Appendix

Lackawanna County Spring 2020 Matrix of Learning Practices & Resources

School Districts	Overall Approach: Planned Instruction, Enrichment and Review, Provide no Instruction	Computers/Laptops/Devices available for take home?	Take Home Work Packets?	One-on-One Instruction with Teacher?	Synchronous Classes (if so, how many hours per day? Required or voluntary?)	Asynchronous Online Content (videos, message boards, other? Required or voluntary?)	Attendance Policies	Grading Policies	Instructional Technologies	Meal Distribution	Other Resources Available to Students	Notes
Abington Heights	Phase 1: Independent Access (effective 3/24) Phase 2: Enrichment and Review (effective 4/1) Phase 3: Planned Instruction (effective 4/20)	Y - Devices available upon request. Technology access issues handled on case-by-case basis.			Y	Y	Phases 1 & 2: Voluntary participation. Phase 2: Mandatory participation; attendance recorded.	Student work graded during planned instruction phase. For Q3 and Q4, reports cards combined into single semester for middle and high school. Elementary students received informal progress report.	Google Classroom, All students issued a district email address.	Y	Learning resources compiled in a google doc shared with parents. Special Education, Gifted Education and English Language Supports.	
Carbondale Area	Enrichment and Review	None as of April, awaiting grant funding	Y		N	Y	Participation encouraged, completion of assignments serves as attendance measure	Assignments reviewed, not graded	Grades: Pre-K - 4: Email Communication Grades 5-12: Microsoft Teams	Y	Special Education, Gifted Education, and English Language Supports.	Teachers expected to upload assignments to Microsoft Teams weekly (or more frequently if they choose)
Dunmore	Enrichment and Review	Y - Limited Availability of devices	Y			Y	Participation encouraged; attendance not recorded	Assignments reviewed, not graded	Grades K-6: Primarily ClassDojo. Also Google Classroom, Zoom, ConnectED, MobyMax, or others Grades 7-12: Google Classroom, Sapphire Pages, Zoom, others.	Y	Special Education, Gifted Education, and English Language Supports. Guidance counselors, school nurses, and behavioral health services available to students and parents.	
Lackawanna Trail	Enrichment and Review	N - Students without devices directed to contact school to arrange for hard copy materials	Y	Grades 7-12: Teachers host 2-6 online office hours per week	N - Elementary & Middle School Y - High school, Either, or in combination.		Participation encouraged; attendance not recorded	Assignments reviewed, not graded	Grades K-3: Class Dojo Grades 4-6: Google Classroom, Class Dojo Grades 7-12: Google Classroom.	Y	Special Education, Gifted Education, and English Language Supports.	Grades K-3: Recommended time spent 30-45 min. daily Grades 4-6: Recommended time spent 45-60 min. daily. Grades 7-12: Recommended time spent 1-3 hrs. daily
Lakeland	Phase 1: Enrichment and Review (effective 3/30) Phase 2: Planned Instruction (effective 4/27)	Y - Chromebooks distributed as needed	Y	Teachers to schedule office hours	Either, or in combination. When synchronous sessions are used, recordings should be available for students who did not attend live.		Participation mandated; attendance recorded		Google Classroom, Class Dojo, Edmentum, Study Island, Connect Ed, Khan Academy and others.	Y	Special Education, Gifted Education, and English Language Supports.	
Mid Valley	Phase 1: Enrichment and Review Phase 2: Planned Instruction (effective 4/14)		Y - educational resource packets distributed to all students in grades K-12		Y	Y	Participation mandated; attendance recorded	Q3 grades will be based on all available grades as of 3/13/20, with opportunities provided to submit missing work. Q4 Grades are Pass/Fail and will not calculate into final grades.	Google Classroom	Y	Special Education, Gifted Education, and English Language Supports. Guidance counselors available. Offered resources to provide assistance with Internet access.	
North Pocono	Phase 1: Enrichment and Review Phase 2: Planned Instruction (effective 4/20)	Y - Chromebooks distributed as needed	Y		N	Y	Participation encouraged; attendance not recorded	Assignments reviewed, not graded	Clever, Google classroom, ConnectEd, Tumblebooks, and more	Y	Special Education, Gifted Education, and English Language Supports.	
Old Forge	Phase 1: Enrichment and Review Phase 2: Planned Instruction	Phase 1: students without devices directed to contact school to arrange for hard copy materials. Phase 2: Chromebooks provided to middle and high school students and Android tablets provided to elementary students who needed them.	Y	Teachers available to answer parent/student questions via email during office hours.	Y		Participation encouraged; attendance not recorded	Assignments reviewed, not graded in Phase 1. Assignments graded in Phase 2. 3rd marking period grades use grade improvement system. 4th marking period grades are pass/fail based on participation.	Elementary: Class Dojo, Spark (K-2), Odysseyware (Grades 3-5), Edgenuity (Grade 6) Jr/Sr High School: Google Classroom, Edgenuity	Y	Special Education, Gifted Education, and English Language Supports.	

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Riverside	Enrichment and Review, Planned Instruction	Y - Limited Availability of Chromebooks. 1 to 1 initiative for grades 9-12.	Y			Y	Participation encouraged, attendance not recorded	Assignments reviewed, not graded	Google Classroom	Y	Special Education, Gifted Education, and English Language Supports	
Scranton	Phase 1: Enrichment and Review Phase 2: Planned Instruction	Y - Chromebooks distributed as needed		Teachers available to answer parent/student questions via email during office hours.	Y - in Phase 2	Y	Phase 1: Voluntary participation Phase 2: Mandatory participation, attendance recorded	Grades are Pass/Fail for Q4 based on participation.	Elementary: Clever, Google Classroom, Google Meet, Zoom Secondary: Clever, Google Classroom, APEX, Google Meet, Zoom	Y	Special Education, Gifted Education, and English Language Supports. Occupational Therapy, Behavioral Health, Vision and Hearing Support Services. Technology Support.	
Valley View	Phase 1: Enrichment and Review Phase 2: Planned Instruction (effective 4/27)	Chromebooks distributed as needed		Live office hours in Phase 2	N	Y - In Phase 2	Participation encouraged, attendance not recorded	Assignments reviewed, not graded. All students in grades K-8 will pass 4th marking period and be promoted to next grade level. "Grade improvement" system used for high school students for 4th marking period. Only scores that improve the student's 2nd marking period grade will be counted.	Google Classroom (starting in Phase 2)	Y		

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Crestwood	Enrichment and Review	Y - Limited Availability of devices	Y		Y - Live instruction stating 4/27	Y - Voluntary	Participation encouraged; attendance not recorded	Assignments marked complete/incomplete; not graded	Google Classroom	Y	Special Education and Gifted Education Supports. Access to school counseling, nursing and behavior health services.	Two to five hours of meaningful enrichment and review through web-based means.
Dallas	Enrichment and Review	Y - Chromebooks available upon request	Y - in isolated circumstances		N	Y - Required	Participation mandated; attendance recorded	Assignments reviewed. Student performance data used to determine successful course completion.	Google Classroom	Y	Special Education, English Language Learner, and Gifted Education Supports. Assistance with Internet connectivity.	
Greater Nanticoke Area	Enrichment and Review	Y - Limited Availability of Chromebooks	Y		N	Y - Voluntary	Participation encouraged; attendance not recorded	Assignments marked complete/incomplete; not graded	Grades Pre-K - 2: Class Dojo, Moby Max, Think Central, Connect Ed, and others. Grades 3-5: Google Classroom, Class Dojo, Moby Max, Think Central, Connect Ed, Zoom and others. Grades 6-8: Google Classroom, Zoom, USA Test Prep (7-8 only). Grades 9-12: Google Classroom, Class Dojo, USA Test Prep, Zoom.	Y	Special Education, English Language Learner, and Gifted Education Supports.	Enrichment and review activities using a variety of instructional technologies.
Hanover Area	Enrichment and Review	Y - Limited Availability of devices			N	Y - Voluntary	Daily participation encouraged; attendance not recorded	Assignments reviewed; not graded.	Google Classroom	Y	Special Education, English Language Learner, and Gifted Education Supports.	Enrichment and review activities by means of enhancement and assessment of materials through Google Classrooms.
Hazleton Area	Enrichment and Review	Y - Limited Availability of devices	Y		N	Y - Voluntary	Participation encouraged; attendance not recorded	Assignments reviewed; not graded	Zoom, Microsoft Teams, Class Dojo, pre-recorded videos, Imagine Learning, Study Island	Y	Special Education, English Language Learner, and Gifted Education Supports. Guidance counselors and school nurses available to students and parents.	Enrichment and review activities that reinforce or extend student's prior learning.
Lake Lehman	Phase 1: Enrichment and Review (effective 3/30) Phase 2: Planned Instruction (effective 4/14)	Y - available to all students in grades 3-12, and upon request to students in grades K-2	Y - Grades K-2		Y - Optional	Y - Voluntary	Participation expected; attendance recorded daily	Assignments reviewed	All: Google classroom Elementary: Class Dojo, Zoom Jr/Sr High: Zoom, ALEX, Study Island	Y	Special Education and Gifted Education Supports. Families without internet connection were supplied with a hot spot connection through the district.	Elementary grades K-6 focus on Reading and Math. Each lesson expected to take up to 20 min. Jr/Sr High grades 7-12 work focuses on end of year outcomes.
Northwest Area	Phases 1 & 2: Enrichment and Review Phase 3: Enhanced Enrichment/New Material	Y - Chromebooks available for all students	Y - District vans used to deliver packets	Teachers provide "office hours" and are available for Google meet/zoom synchronous meetings with students and parents.	N	Y - Voluntary	Participation mandated; attendance recorded	Assignments graded; students evaluated on their level of participation	Google classroom, Zoom, Khan Academy, Edmentum/Study Island, Freckle/Direct Instruction, ScreenCastify, Remediation Instruction, Reading Series Online Resources and Workbooks	Y	Special Education and Gifted Education Supports. Wi-Fi hot spot available in high school parking lot.	Enhanced enrichment activities focus on closing the gaps for the next school year. Schedules for designated office hours for teachers posted by grade level.
Pittston Area	Enhanced remediation, review, and enrichment	Y - Chromebooks distributed upon request	Y-Mailed to all students in K and 1st grade, and to families in other grades upon request.	One-on-one meetings only through email	N	Y - Required	Participation expected; attendance recorded	Grading Criteria/Procedures for all schools: - Pass: Completion of 60% of assigned work with basic understanding of material with 60% accuracy - Needs Improvement: Completion of 60% of assigned work and below 60% accuracy - Non-Participant: Failure to participate for 60% of the course	Google classroom, Virtual groups through Zoom and Google Teams. Primary Center: Think Central, ST Math, Freckle for Reading and Math, and Starfall. Intermediate Center: Edgenuity and Odysseyware. Middle School: Edgenuity and Odysseyware. High School: Edgenuity.	Y	Special Education, English Language Learner, and Gifted Education Supports. Guidance and student health services. Wi-Fi access available from school parking lots.	Enhanced enrichment, review, and remediation learning activities consisting of on-line and paper/pencil opportunities based on the needs of students to help reinforce and sustain academic gains by students. Recommended time spent 2 hours daily.

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Luzerne County Spring 2020 Matrix of Learning Practices & Resources												
School Districts	Overall Approach: Planned Instruction, Enrichment and Review, Provide no Instruction	Computers/Laptops/Devices available for take home?	Take Home Work Packets?	One-on-One Instruction with Teacher?	Synchronous Classes (if so, how many hours per day? Required or voluntary?)	Asynchronous Online Content (videos, message boards, other? Required or voluntary?)	Attendance Policies	Grading Policies	Instructional Technologies	Meal Distribution	Other Resources Available to Students	Notes
Wilkes-Barre Area	Phase 1: Enrichment and Review (effective 3/30) Phase 2: Planned Instruction (effective 4/20)	Y - Chromebooks distributed upon request	Y		Y - Required	Y - Required	Participation mandated; attendance recorded	4th Quarter Grading: - K-2: Satisfactory (student completed 60% or more of assignments) or Unsatisfactory (less than 60% of assignments completed). - 3-12: Exemplary (85-100, student participated in almost all live sessions), Satisfactory (70-84, student participated in most all live sessions), Limited (60-69, student participated in some live sessions), Unsatisfactory (below 60, student did not participate in any live sessions).	Google classroom. Various instructional videos including YouTube Channels. Elementary ELA: Peason Realize. Social Studies: Houghton Mifflin, Carmen Sandiego educational resources. Mathematics: Khan Academy, Sumdog, Study Island, Think Central. Science: Mystery Science, Generation Genius.	Y	Special Education, English Language Learner, and Gifted Education Supports. Access to consultations with Social Workers/Home School Visitors, Psychologists, School Counselors, and LIU18 Behavior teams. Service Electric and Comcast are both offering free internet service for a limited time for families in the district.	Enrichment activities, review activities, and planned instruction that reinforces previously taught material. Students accountable for meaningful engagement, including completing assignments weekly and regularly communicating with teachers.
Wyoming Area	Phases 1 & 2: Enrichment and Review Phase 3: Review Prior and New Concepts/Competencies (effective 4/27)	Y - Devices available upon request			N	Y - Required	Phases 1 & 2: Daily participation encouraged. Phase 3: Daily participation expected and recorded.	Assignments reviewed; not graded	Google classroom, Zoom, Class Dojo, Think Central (K-3), Achieve 3000, Scientific Learning on Demand: Fast ForWord. Phase 3: Odysseyware (K-6), Edgenuity (7-12).	Y	Special Education, English Language Learner, and Gifted Education Supports.	Phase 1: Provide access to informal activities (apps and website links) to reinforce or extend students' prior learning. No new standards and skills are addressed. Phase 3: Teachers use a planned scope and sequence of new concepts/competencies. Students work at their own pace. Recommended sessions: K-2nd grade 20-25 min/subject; 3rd-8th grade 35-40 min/subject; 9th-12th 40-45 min/subject.
Wyoming Valley West	Review, Enrichment and Remediation	Y - Devices available upon request			N	Y - Voluntary	Participation encouraged; attendance not recorded.	Assignments reviewed; not graded	Google classroom, Compass Learning	Y	Special Education, English Language Learner, and Gifted Education Supports. Learning Support, Emotional Support, Life Skills Support, and Autistic Support. Speech and Language, Occupational Therapy, Physical Therapy, Hearing Therapy, Vision Therapy, and Social Work Services.	Two to five hrs/day of meaningful enrichment, review, and remediation driven by web-based means.

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