

Continuity of Education Plan

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Goal of Plan

The goal of the Shippensburg Area School District Continuity of Education (COE) Plan is to provide engaging learning experiences for students of the Shippensburg Area School District during unforeseen school closures due to the COVID-19 pandemic.

Overview of Plan

The Shippensburg Area School District's Continuity Education Plan encompasses our core values by providing online Enrichment Opportunities (Phase I) and online Planned Instruction (Phase II) for our students to prepare them for success in a dynamic global society, while never losing sight of our pursuit for excellence. Planned Instruction is intended to provide focused instruction on the highest priority PA Common Core subject area learning standards within a condensed 4th marking period. The majority of online Enrichment and Planned Instruction will occur asynchronously. Occasionally, activities and lessons may be delivered synchronously.

Expectations for Teaching and Learning

Teachers will provide continuity of learning experiences online for all students during the initial Enrichment phase and while transitioning to Planned Instruction. Continuity of learning experiences submitted by students during the Enrichment phase are voluntary and not graded, however teachers should provide constructive feedback to students. Planned Instruction Units/Lessons should be reviewed and graded by teachers to provide on-going feedback to students and to inform instruction. Teachers will be available during office hours to provide support and offer feedback to students.

[Planned Instruction Matrix](#)

Elementary Schools (Grades K-3) – work collaboratively with the instructional team to develop weekly lessons in Google Classroom. Daily lessons should not exceed 120 minutes (to include up to 15 minutes of iReady Reading and 15 minutes of iReady Math per day). Specialists should have available a minimum of 1 lesson per week.

Intermediate School (Grades 4 & 5) - work collaboratively with the instructional team to develop weekly lessons in Google Classroom. Daily lessons should not exceed 120 minutes, and includes up to 45 minutes of i-Ready Reading and Math weekly. Specialists should have available a minimum of 1 lesson per week.

Middle School (Grades 6-8) – work collaboratively with the instructional team as well as content team to develop weekly lessons in Google Classroom or Schoology. Core teachers should create and post daily lessons up to 30 minutes in duration. Exploratory teachers should create and post 2 lessons per week, and Physical Education should create and post 1 lesson per week adhering to the 30 minute maximum duration. Student work should not exceed a total 180 minutes per week day.

High School (Grades 9-12) – work collaboratively with the content team to develop weekly lessons in Google Classroom or Schoology. Teachers will provide a schedule of the week’s activities on Monday for students to complete by the end of the week. Daily lessons should not exceed 45 minutes per course. Teachers will have office hours daily to assist students.

Career & Technology Learning – See Appendix II

ShipStart – Students who are currently enrolled in college level courses through the District’s partnership with Shippensburg University will continue courses in an online format coordinated through the university.

AP Courses – Students in AP courses will receive supplemental instruction through their respective high school teacher in combination with resources available through CollegeBoard. Students will be able to register and take an adapted AP exam or receive a full refund.

Work Study – Students enrolled in a work study program may continue to work at their placement organization with parent permission and in accordance with state guidelines.

Communication Tools and Strategies

Zoom
Screencastify
Google for Education
iReady
Edpuzzle

Quizizz
Lexia
Newslea
Nearpod
Khan Academy
Study Island
Scholastic
First in Math
emails
Phone Calls
Other Websites with Administration Approval

Access (Devices, Platforms, Handouts)

Students need their Chromebook (or another device) with internet access, school login information, Schoology, and/or Google Classroom. Elementary students will need to have their iReady login. If students have difficulty logging in, they may contact their teacher to receive support logging in.

Staff General Expectations

Maintain Office Hours (Zoom Conferences or Email Availability)

Grades K-8: Approximately 45-60 minutes per day.

Grades 9-12: Two sessions per day, approximately 30-45 minutes in length for each session.

Faculty will post available office hours for easy access by students and parents in Schoology or Google Classroom.

Staff is to work closely with students' special education/IEP case managers, ELL teachers, and Gifted support teachers to meet individual student needs.

Student Expectations

Students are encouraged to engage in the continuity of learning experiences provided by their teachers each week. These opportunities can be completed at any time during the school closure (asynchronously) with exception of occasional synchronous lessons.

- Students should take advantage of teacher office hours to receive feedback and support from their teachers.
- Students need their Chromebook (or another device) with internet access, school login information, and Schoology. If students have difficulty logging in, they may contact their teacher to receive support logging in.
- At a minimum, students will receive one learning activity per content area each week during Phase I (Enrichment).

- If students need help with an activity, they should use the messaging feature in Schoology or email to contact the teacher.
- A family checklist is listed below to support families with continuity of learning experiences:
 - ❑ School counselors are available to support students with non-instructional needs based on the schedule provided by the school. You may contact any counselor through email or Schoology message if you have any concern or issue that needs attention.
 - ❑ The School Social worker is available to support students and families by emailing Janelle.Carbaugh@ship.k12.pa.us or by calling (717) 530-2700 ext 1071, between 8 a.m. and 4 p.m. Monday through Friday.
 - ❑ If you need help with an assignment, use the messaging feature in Schoology (with your student) to contact the teacher or send an email to your teacher.
 - ❑ If your student is struggling with an assignment or needs clarification, please acknowledge their level of frustration and communicate with your child's teacher. Teachers will also be available during scheduled office hours to answer any questions you or your student may have.
 - ❑ If you need technical assistance with your Chromebook, please email help@ship.k12.pa.us or call 717-530-2700 ext 1050. Please leave a message, and a staff member will return your call. When leaving a message, please include your name, phone number, a brief description of the problem, and a time range when best to call you.

If your device is not working or you have never received one; starting Monday, April 6th, you may drop off a defective Chromebook to receive a replacement, or obtain a Chromebook at drive-thru location at the Shippensburg Area School District Administration Building.

The drive-thru location will be open Mondays and Wednesdays from 10:00 AM to 11:00 AM; Tuesdays and Thursdays from 5:00 PM to 6:00 PM. The pickup location will be located at the back of the Administration Building. Drive to the Nancy Grayson Elementary School, at 301 Lurgan Ave., Shippensburg. Once you pull into the driveway, signs will direct you to the drop off/pick up location.

There will be a cart for you to place the defective device in. We will have a separate cart where an employee will obtain a replacement/new device for you to take with you.

Please check this website before traveling to the drive-thru location. Depending on need, hours of operation may be revised.

Attendance / Accountability

The Shippensburg Area School District Continuity of Education Plan will evolve from a Review and Enrichment model to Planned Instruction on April 14th. Therefore, student participation

up to and including the Easter Holiday is not mandatory, and assignments will not be graded or counted toward any future assessments.

April 14th will mark the beginning of Planned Instruction, as well as, the start of the 4th marking period. The following grading criteria has been established:

K-3 Student's performance will be evaluated as Highly Engaged, Moderately Engaged, or Disengaged.

Students in grades 4-8 will have their final grades determined by averaging the first three marking periods. All 4th marking period assignments will be categorized as Passed or Incomplete with Highly Engaged, Moderately Engaged, or Disengaged as additional comments.

High school students will continue with traditional grading through the 4th marking period, as it is detailed in the student handbook. Final grades will be calculated by averaging 4th marking period grades with 3rd marking period grades if applicable.

Good Faith Efforts for Access and Equity for All Students

Shippensburg Area School District is ensuring that all district students have access to the online learning environment. The District administration sent an informational survey to the families within the District to determine the technology needs. Based on this survey, building level administration organized convenient location pick-up for Chromebooks. These communications were translated into preferred languages to ensure access to information for our non-native speaking families.

The District is also working to acquire mobile hotspots for our students who lack internet access at home. Once these devices are acquired, the building level administration will orchestrate pick-up dates and times for families needing this service. For those families who lack transportation and those students impacted by McKinney-Veto, administrators and the District social worker have been delivering the devices to those families at their residence.

Food Services will be distributing meals M-F between March 17th and April 9th. Starting April 14th, Food Services will be distributing meals twice a week for multiple days. Meals are available for any child 18 years old or younger as an extension of the District's Summer Feeding Meal Program. Meals can be picked up at two different locations in the district. The meals included breakfast and lunch for Monday thru Friday. Through a partnership with the Shippensburg Community Resource Coalition (SCRC), meals will also be distributed for the weekend under the existing "HoundPack" program.

Special Education Supports

It is important to note that guidance on how to handle situations regarding identified special education students is ever changing. Despite this, Shippensburg Area School District wants to ensure that we are prepared to support all our students during this time and when we return to school. As per the Senate Bill 751 that was passed on March 25, 2020, every school district must have a Continuity of Education Plan. SASD has started to provide Continuity of Education through Enrichment and Review Activities. General Education and Special Education Teachers are communicating with students and parents regarding activities that can be completed at home in order to engage all students while school is closed. These activities are not currently mandatory, nor will they be graded. These activities will include skill review and support and are based on IEP goals.

Starting on April 14, 2020, SASD is moving to planned instruction until further notice. The plan is posted on the District web page and includes guidelines for special education staff to follow. Our goal for our special education staff, including any related service providers, is to provide remote learning activities and instruction at the same frequency as your child's regular education teachers. They will also be holding virtual instructional lessons, staying in contact with you and/or your child via email, phone, and/or maintaining office hours just as the other staff in the building. If you have any questions, please feel free to email your child's special education teacher.

In order to ensure that we are prepared for your child's return, Shippensburg Area School District will continue to hold annual IEP meetings during the school closure. These meetings will not be in person; rather we will offer options for conference calling. Whether you already have a meeting scheduled or your child has an annual IEP due before the end of the school year, case managers and/or designees will be reaching out to you to ask how you would like to conduct the meeting. At this time, they will provide you with 3 options:

- Meet via Phone Conference Call – Please provide your case manager with the best number to reach you and we will call you phone at that time.
- Meet via Zoom or Google Hangout – Please provide your email address to the case manager. We will send you an email with the Zoom or Google Hangout Meeting information. You can use these virtual meetings on a computer or your phone.
- Review report via email – Please be prepared to ask questions and provide your input via email.

Implement UDL Guidelines – udlguidelines.cast.org
<https://www.youtube.com/watch?v=bDvKnY0g6e4>

EL Supports

Collaboration with ELL teacher(s) to differentiate lessons that are engaging, relevant, and have clearly defined expectations.

ELL teachers will be communicating with English Language Learners through Google Classroom (grades 4-12) or Class Dojo (grades K-3). Guardian communication will occur via email or Language Line if email is unavailable in the guardian's preferred language.

ELL teachers will be holding Zoom sessions with English Learners for language acquisition instruction at each English Learner's Language Acquisition level. ELL teachers will also be collaborating with general education teachers to modify online instruction to ensure materials are accessible to English Learners.

Gifted Education

Collaboration with the Gifted teacher(s) to differentiate lessons that meet the goals of the IEP.

Building/Grade Level Contacts

Mrs. Deborah Luffy, Principal
Shippensburg Area High School
Deborah.luffy@ship.k12.pa.us

Mrs. Bernadette Benbow, Principal
Shippensburg Area High School
Bernadette.benbow@ship.k12.pa.us

Mrs. Teri Mowery, Principal
Shippensburg Area Intermediate School
Teri.mowery@ship.k12.pa.us

Mrs. Susan Martin, Principal
Nancy Grayson Elementary School
Susan.martin@ship.k12.pa.us

Mr. Matthew Flohr, Principal
James Burd Elementary School
Matthew.flohr@ship.k12.pa.us

Ms. Holly Garner
Grace B. Luhrs Elementary School
HTGarner@ship.edu

Peggy Crider
Director of Special Education

peggy.crider@ship.k12.pa.us

Resource Links

<https://sites.google.com/capitalareaiu.org/remoteteachingresources/educator-resources/remote-teaching-tools-for-educators?authuser=0>

<https://sites.google.com/iu12gmail.org/liu-covid19-response/for-educators/best-practices>

<https://www.cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/TeachingSpedOnline>

<https://www.cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/TeachingSpedOnline>

<https://www.cec.sped.org/~media/Files/Resources/Best%20Practices%20for%20Educating%20Online.pdf>

<https://goalbookapp.com/toolkit/v/strategies>

<https://www.oercommons.org/>

<http://www.Flippedlearning.org>

<https://k12.thoughtfullearning.com/blogpost/38-ways-students-can-create-digital-content>

<https://www.thetechadvocate.org/15-sources-digital-content-classroom/>

Appendix I

Teacher Guide for Implementing Online Digital Learning

Collaborating Together for Online Instruction

Teams should be teamed by grade level and/or subject area

- Elementary teams will be grouped by grade level with exception of special area teachers
- Middle School teams will be grouped by grade level and subject with exception of special area teachers
- High School teams will be grouped by grade level and subject with exception of special area teachers
- Some staff may be assigned by building administrators to content or subject area teams (see “Why Teams?” below)
- Phase I - Teams will develop Review and Enrichment activities based upon critical standards in each content/subject area and grade level (1 for each subject each week)
- Phase II – Teams will develop Planned Instruction lessons based on critical standards in each content/subject/ area and grade level for weekly units of instruction containing daily lessons unless noted differently on the Instructional Matrix
- Through the initial two weeks, emphasis will be placed upon connections, contact, and relationships with students and to ensure students are successfully accessing digital content
- Teachers should continue daily interaction with their individual classes but will share “lessons” created by their respective teams for instruction
- Teachers should clearly establish “office hours” and the means by which they can be contacted by students and families
- Team-created Review and Enrichment “lessons” and Planned Instruction Lessons should include, to the greatest extent possible, universal design for learning strategies and scaffolding to make learning accessible to all students
- Teachers will provide feedback, guidance, support, and encouragement to students
- Be flexible and be ready to adjust

Review Best Practices for Online Instruction below

Why Use Teams?

All the guidance we have received indicates we should use teams as much as possible for delivering remote instruction for several reasons:

- Coverage and continuity in the event that any team member falls ill and is unable to deliver instruction;
- Any potential need for leave that would preclude a team member from being able to deliver instruction
- To reduce the prep for teachers and staff by collectively creating content that will be shared and used by team members

Teacher Teams - Collaboration

SASD recommends teacher teams meet virtually and collaborate regularly to develop Review and Enrichment and Planned Instruction content.

Options for meeting virtually include, but are not limited to:

- Zoom
- Google Hangout
- Skype
- Facetime
- Social Media

Teacher Team Considerations

- Teacher teams should meet daily or weekly to develop and design instruction
- Teacher team collaboration should include Special Education, GIEP/ESL teacher, and other team members
- Teacher teams should understand that Literacy and Math Interventionists and Coaches cannot attend every grade level team meeting. Therefore, please reach out to them as needed for support and input when designing instruction for all learners.
- Guidance Counselors and Social Workers can provide a social/emotional component to support students and families

Teams will develop a strategy for educators to regularly communicate with and offer feedback to students and families /caregivers

Plan and Design Your Lesson

Teachers should plan and design a lesson the same, whether it is a lesson that will be delivered in the classroom or delivered digitally. Quality lessons should include:

- Clearly Stated Learning Objectives
- Anticipatory Set, or Hook
- Teach and Model (Instruction Delivery of Content)
- Guided Practice
- Checks for Understanding (Formative Assessments)
- Re-teach/Re-Learn Options
- Independent Learning
- Summative Assessments
- Create elements to your lesson and assessments for students with and IEP that may require some adaptation

Investigate technologies/methods to address these lesson elements in a digital context. Below are some ideas that you can use or adapt for your lesson design.

Remember to keep it simple. Your digital lessons early on should be straightforward and match your technical experience. As you gain expertise, your digital lessons will grow in complexity. You must also try to make your digital lessons engaging. One way to do this, is to use a variety of instructional delivery methods so that students don't get bored with any one method.

When utilizing any of the suggestions below or others, keep in mind that you need to be as clear and concise as possible so that students know what they are to do, how they are to do it, and how they will demonstrate learning to the teacher. Where appropriate, teachers should include a grading rubric so that students are aware of what the expectations are. This is particularly essential for project-based activities.

Teacher Digital Content Ideas

- Create a Blog where students respond to a prompt about a book or article they are reading.
- Create an activity where students need to complete an offline assignment. Students could take a picture or video to submit their work to the teacher.
- Create a video lesson using a cell phone or other video recording device. Chunk lessons to keep them short (10 minutes or less).
- Create a podcast where students will listen to the content delivered by the teacher.
- Narrate a book or passage and video record. Follow up with questions or prompts students would need to answer.
- Provide a link to an online video, interactive activity, passage, article, etc.
- Link to a Youtube video or Khan Academy lesson.
- Create a narrated PowerPoint or slideshow.
- Develop a writing assignment that students need to submit electronically or take a picture of their work to submit.
- Students create a Venn diagram to compare and contrast.
- Create a survey or form to use as a formative assessment and check for understanding.
- Create a MS Word file as a template for students to research a topic and create a flyer.
- Have students create a PowerPoint or Slideshow to discuss a researched topic.
- Utilize MS Excel to teach mathematical formulas or have students chart data.
- Use household items to have students conduct a science experiment or STEM activity.

Resource Links for Teachers Creating Digital Content

<https://www.oercommons.org/>

<http://www.Flippedlearning.org>

<https://k12.thoughtfullearning.com/blogpost/38-ways-students-can-create-digital-content>

<https://www.thetechedvocate.org/15-sources-digital-content-classroom/>

Remote Learning vs. Take-Home Packets

- **Kindergarten -Grade 12**
 - o Will survey elementary families about device and internet access
 - o Staff will touch base with those who don't respond to verify need for a device
 - o Process developed for distribution of needed devices to families at their schools
 - o Packets may be developed/utilized for families who cannot utilize a device and/or may better benefit from non-technological instruction
- **All**
 - o Non-Online learning may be a reality for some of our students
 - o A plan for fixing broken devices has been developed

A plan for “take home” packets or low-tech options may be developed. TSD will not offer a take home packet option during the initial weeks of the plan

The Reality of Time

ALWAYS consider that assignments done at home may take twice as long due to many factors, so you should prioritize what you are asking students to do. The hard fact is, you're not going to be able to still do it all. Focus on what is absolutely essential and critical.

The following guidelines have been established by SASD for the amount of work students should be doing per day:

Pre-K : 120 minutes per day

Grades K-1: 120 minutes per day

Grades 2-3: 120 minutes per day

Grades 4-5: 120 minutes per day

Grades 6-8: 30 minutes per teacher (180 minutes or 3 hours max in a day)

Grades 9-12: 180 minutes per day

Best Practices For Online Instruction

When moving to online learning, there are several best practices to observe. Some of them pertain to how you deliver your materials, others deal with your time and expectations.

Communication to Students and Parents

- Follow your district's guidelines and protocols for communication, but make sure that you are communicating directly with both parents and students.
- Your communications should include: the goals/objectives students are working toward, the support systems available, and the work they need to complete.
- Help parents understand the expectations of the online coursework with guides for online learning.

Being Mindful of Social-Emotional Needs

- Check-in with how students are feeling and provide them opportunities to share.
- Students will want to hear back from you - leverage video and audio messages and feel free to be the same playful educator you were in the classroom. Check out this article on [Creating a Sense of Presence in the Online Classroom](#).
- Try to include your face in all webinars and videos, start them with "Hello."

Organizing Materials and Sequencing Instructions

- Organize your lessons, identifying clear objectives for each learning task so that students see value in the work.
- Be as specific as possible with your requirements for tasks and identify how long you think they will take.
- When possible, offer students a checklist for their work such as this Weekly Overview document or Example Module Checklist.
- Consider what needs to be synchronous and what can be moved to asynchronous. You may need to collaborate with your teams, colleagues, and/or content areas when planning synchronous instruction so that courses do not meet simultaneously. Confer with your administration and any guidelines they may offer.
- Consider chunking learning and creating playlists. Look at this article on nonlinear curriculum for ideas.

Utilizing Video

- When using video in your lessons, there are several findings to consider. If bandwidth is a concern, consider this bandwidth matrix before choosing video as an option. Students with limited bandwidth may be unable to stream your videos.
- A great rule of thumb with students is to make sure that any videos you want them to watch are no longer in length than their grade level. That said, in this empirical study on video production and student engagement, the following findings and recommendations were identified:
 - Segment your videos into chunks shorter than 6 minutes - shorter videos are more engaging.
 - Include your face whenever you possibly can.
 - Speak fairly quickly and with high enthusiasm to engage your learners.

Meeting the Needs of Diverse Learners

- When considering the needs of your students consider the following:
 - o Accessibility for Students: NCDAE Cheat Sheets
 - o Employ the Universal Design for Learning with your students: Measuring UDL in Online Learning
 - o You can find more information about the UDL Guidelines on our Special Education Page!
 - o You can find more information about working with EL Learners on our EL Page!
 - o You can find more information about working with Gifted Learners on our Gifted Page!

K-4 - Designing Content for Caregiver instead of Student

Materials for the K-4 student should be directed to the parent or guardian to deliver or facilitate.

Appendix II

SUMMARY OF ADMINISTRATIVE PLAN FOR CAREER TECH DISTANCE EDUCATION

A) Objectives:

Our **primary objective** is to start preparing for short term distance education (through Easter).

- i. **All teachers** must be working on developing distance education **between now and March 30.**
- ii. **All teachers** must share an **initial plan/outline** for distance education for their program with their students by **9 AM on April 1** and must have some student response/assignment completed **by April 3.** Should include clear instructions for how assignments will be sent and received by students and returned to teacher along with any education/training and hyperlinks students need.
- iii. **All teachers** must provide students with 1 productive assignment per week starting no later than **Monday April 6 by 9 AM.** and must continue preparing assignments to be given **every Monday thereafter until school is opened.**

Our **secondary objective** will be focused on sustaining **long term** distance education in the event that the proclamation of school suspension is extended several more weeks or the remainder of school year. Administratively, we will be very flexible and understanding as teachers figure out how to manage their own class. At the same time, we need to have consistency and meet minimum requirements.

B) Teacher Expectations:

Provide 1 Assignment per week – can be multiple parts of an assignment but should be delivered in one message for entire week. Must be posted before **9 AM every Monday Morning.** Teachers can determine due date, but all assignments for that week must then be graded with grades entered into skyward and give feedback to students by **3 PM Friday** (of the same week assigned).

- i. Teachers must share all assignment plans that you share with students (April 1 and all following Mondays) with **Principal and Learning Support Teachers.**

- ii. **Delivery System** – we are recommending teachers use **Moodle**, but teachers **can use whatever** platform or electronic method they want (moodle, schoology, Remind App, email students, etc).
- iii. We recommend teachers provide **several options for each assignment**, so that students with various obstacles can pick an option that works for them (i.e. research project – can turn in written essay, bulleted outline, PowerPoint presentation, create a poster and take a picture to send to teacher)
- iv. We know that teachers will be **creative and flexible** with assignments in addition to bookwork and worksheets (i.e. open-ended questions, case studies analysis, provide scenarios for students to diagnose problems and provide possible solutions, pick a side in an argument and defend why that side is correct, etc).

FAPE – keep in mind we need to adhere to Federal Regulations and provide **Free and Appropriate Education** to each student to include all IEP requirements. However, **PDE** has indicated that these standards can be somewhat relaxed during this crisis and **will support the good faith effort** made by the LEA given the severity and complexity of this extreme situation. We recommend:

- i. Provide **very basic level minimum requirement** for each mandatory weekly assignment, but also provide **optional assignments** for any student who can be challenged to complete more/advanced work.
- ii. Be flexible in **grading** as it will be difficult to justify failing students if we do not properly meet all required accommodations and requirements of FAPE.
- iii. Lincoln Learn-On <http://learnon.iu12.org> provides additional on-line resources and customized solution to IEP issues.