

Continuity of Education Plan

School District	Gettysburg Area School District
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Goal of Plan
Continuity of education through remote learning included review and enrichment as we got started and everyone became acclimated to the sites and resources. Planned instruction began on April 20, 2020. Human connection is more critical than instructional time right now. We realize people are facing unique challenges at home so we are affording flexibility and grace during this transition.

Overview of Plan
As a district, we are doing our very best to provide continuity of education for our students during the ongoing closure through “remote learning” opportunities, which may include review, enrichment, and other learning activities. The GASD Remote Learning K-12 site hosts information and resources in one place to make it easier for students and families. Information is provided for each grade span, information for parents/caregivers, tips to make remote learning successful, technical support, brain breaks and additional resources to support the continuity of education.

Expectations for Teaching and Learning
<p>Elementary teachers work collaboratively with grade level teammates to develop week’s lessons in Google Slides. Daily lessons should not exceed 120 minutes. Content focus areas include ELA, math, STEM and art, music, media, and health/PE (1 special/day).</p> <p>Middle school teachers work collaboratively with grade, team, and content teammates to develop week’s lessons in Google Slides. Students submit assignments and interact with their teacher through Google Classroom. Daily lessons should not exceed 30 minutes per subject area.</p> <p>High school teachers work collaboratively with course teammates to develop the week’s lessons and post in individual classes on the LMS currently used by students. Daily lessons should not exceed 30 minutes per subject area.</p> <p>Remote learning includes review and enrichment and planned instruction. Resources include a range of ideas for online and offline activities that students can work on at home independently, with family members, or with other adults. Some of the activities may require guidance from an adult to get</p>

started. Teachers and other district staff are working to support students and parents/caregivers throughout the entire process.

Recommended Teacher Schedule:

8:00-8:44 Collaborative Planning, Faculty Meetings, GIEP/IEP meetings

8:45-10:00 Greet students / Office hours / phone calls home

10:00-10:15 Take a break!

10:15-11:30 Review student submissions and provide feedback

11:30-12:20 Lunch

12:20-1:30 Planning forward and connecting with colleagues

1:30-2:30 Review student submissions and provide feedback

Communication Tools and Strategies

GASD has established a COVID-19 Updates link on the District webpage. Dr. Perrin provides communication updates on the [CORONA-19 Updates](#). Global Connect alerts families of the posted updates and both can be translated into Spanish. Teachers created their own Zoom room to connect with students. Teachers Emailed parents and students the link to their Zoom room with allotted office hours on Monday, March 30, 2020. Office hours (45-60 minutes per day) are offered via Zoom. Other communication includes emails, phone calls, mailings and drop-offs at homes. We are communicating with families that do not speak English via Google Translate and/or using designated staff for translation.

Access (Devices, Platforms, Handouts)

GASD is offering a balance of no, low and high tech activities asynchronously and synchronously. Students in grades 6-12 have district-issued laptops or Chromebook. We work to assist families with access to technology needs that were indicated through a technology survey. If families do not have a device for student use in their home, they may email communications@gasd-pa.org and notify us of their need. Students and family members were afforded an opportunity to retrieve a device during designated times and we plan to afford additional opportunities if the need arises. Offline resources are available for students and they receive them in accordance with the aggressive social distancing guidance.

Staff General Expectations

Teachers are encouraged to have students check-in by giving students a Google form/Flipgrid (moderated) to complete. At the end of each week, teachers should reach out directly to students who have not checked in. Teachers can then communicate with administrators/counselors for support in engaging students who are not successfully connecting.

Teachers are expected to be available between the hours of 8:00-3:00 (minus a lunch period), log communications with students, check email frequently to sustain connections with students, parents, and receive district updates and alerts.

Student Expectations

Suggested K-12 Student Schedule:

8:00 Breakfast and family time. Discuss feelings now and together set some goals for the day.
9:00 Select today's date and begin the activities. Teachers are available if you have questions.
9:30 Select a different subject or a special activity such as music, art, P.E., or library.
10:00 Take a break and have a snack.
10:30 Select a different activity to work on together. Teachers are available for questions.
11: 00 Story time or quiet reading.
11: 30 Lunch break/Rest/Free time
1:00 Optional: Choose another activity to work on together.
1:30 Submit your child's work for your teacher to see.

Grades K-5 Parents received the link to [GASD Remote LearningK-12 site](#) so students may access grade-level Google Slides with daily learning activities in ELA, Math, STEM, and one special per day.

Grades 6-8 Students will access grade-level Google Slides for the entire week like above. In order to submit materials, middle school students and teachers will also be using Google Classroom.

Grades 9-12 Students will access materials through their teacher's regular mode of communication. This could include Its Learning, Canvas or Google Classroom.

The [GASD Remote Learning K-12 site](#) contains all of the above information and resources in one place to make it easier for students and families. Information is provided for each grade span, information for parents/caregivers, tips to make remote learning successful, technical support, brain breaks and additional resources to support the continuity of education.

Attendance / Accountability

Teachers are encouraged to have students check-in by giving students a Google form/Flipgrid (moderated) to complete. At the end of each week, teachers should reach out directly to students who have not checked in. Teachers can then communicate with administrators/counselors for support in engaging students who are not successfully connecting.

Teachers are expected to be available between the hours of 8:00-3:00 (minus a lunch period), log communications with students, check email frequently to sustain connections with students, parents, and receipt district updates and alerts.

McKinney-Vento Homeless Assistance

Title VII of the McKinney-Vento Act includes making equitable considerations for students experiencing homelessness to ensure they are able to continue learning. District staff are providing outreach to families and youth currently identified as homeless, to monitor their needs and living situations during times of school closure or virtual learning, and to assist them in accessing services in the following ways:

- Check-ins with families already identified as homeless

- Screening families enrolling to assess homeless status
- Delivering necessary materials to shelters (e.g., computers, iPads, internet access, calculators, extra chargers, school supplies) to enable students experiencing homelessness to participate in the school's distance learning plan and assist parents and students in utilizing new technology.
- Continue to provide hygiene and sanitation items when/if needed
- Providing access to food (including transportation if necessary)
- Coordinating services with other agencies if needed (mental health, health care, etc.)
- Providing a resource list via district website with links to additional supports in our area

Good Faith Efforts for Access and Equity for All Students

Shifting to remote learning does not eliminate accommodations in place for students with disabilities, ELs or students with a GIEP. Teachers are working closely with the students' special education case managers, ELS teachers, and gifted case managers to meet the students' needs. IEP deadlines are met by participating in video/phone conferences. GASD created a [Special Education Resource](#) page to assist general and special education teachers develop Remote Learning opportunities for our students with IEPs. The resources include tools for our English Learners (ELs).

Special Education Supports

Teachers are working closely with the students' special education case managers to meet the students' needs. IEP deadlines are met by participating in video/phone conferences. GASD created a [Special Education Resource](#) page to assist general and special education teachers develop Remote Learning opportunities for our students with IEPs. Special education case managers are adhering to the recommended teacher schedule to ensure continuity of instruction.

The provision of special education and related service may be delivered in a virtual location by:

The provision of online or virtual instruction

- o Instructional telephone calls

- o Other curriculum-based instructional activities

- o Online instruction through online / digital platforms; screen sharing and interactive lessons

- o Instructional videos that can be created by one staff member but utilized by many

- o The provision of direct instruction by a certified teacher by a video conferencing platform (1:1 or small group)

- o The provision of interactive learning opportunities through various online curriculum (student /family directed)

- o The assessment of student knowledge and skill acquisition through online participation, discussion

- o Allowing clinical and behavior specialists to consult with students and families via a secure virtual link

- o The provision of related services via a secure virtual link (Zoom with password is recommended)

EL Supports

Shifting to remote learning does not eliminate accommodations in place for English Learners. ESL Teachers are working closely with the teachers to meet the students' needs. We are communicating with families that do not speak English via Google Translate and/or using designated staff for translation. ESL teachers are adhering to the recommended teacher schedule to ensure continuity of instruction.

Gifted Education

Shifting to remote learning does not eliminate accommodations in place for gifted learners. Gifted support teachers are working closely with the teachers to meet the students' needs. Gifted support teachers are adhering to the recommended teacher schedule to ensure continuity of instruction.

Building/Grade Level Contacts

Gettysburg Area High School	Jeremy Lusk	jlusk@gasd-pa.org
Gettysburg Area Middle School	Nancy Herb	nherb@gasd-pa.org
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James Gettys Elementary	Ted Wells	twells@gasd-pa.org
Franklin Township Elementary	Shelly Lappi	slappi@gasd-pa.org

Resource Links

[GASD Remote Learning K-12 site lessons](#)
[Special Education Resource](#)
[COVID-19 Updates](#)