One Community
One Team

#TeamNorthern

Continuity of
Education Plan

Northern York County School District

March 30, 2020

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INTRODUCTION

Continuity of Education is the overall term for any educational practices that occur in the event of a prolonged school closure. It is important that students have the opportunity to maintain and develop skills while away from the customary school environment. This can be done through Planned Instruction or Enrichment and Review.

- **Planned Instruction**: Planned Instruction is formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards. Teachers assess the learning of their students and make adjustments to instruction based upon student progress. In order to receive grade and credit, students must attend regularly and complete the course requirements.

- **Enrichment and Review**: Enrichment and Review consists of informal activities to reinforce or extend students’ prior learning. No standards and skills are addressed through Enrichment and Review. Activities and assignments are not graded in this model.
1. GOAL OF PLAN

The goal of this Continuity of Education Plan is to provide a safe environment for our students and staff, while maintaining the academic skills and content necessary for each student to progress towards the identified goals of completion for the 2019-2020 school year. While we are confident our students will continue to learn and grow under this plan, we admit that this plan does not constitute a perfect system, nor does it reflect the level of intensity and work that may be required when students are physically present in our buildings. With that in mind, our plan reflects a realization of the following limitations:

- Some students are well equipped with technology, food, support, quiet bedrooms, and desks. Meanwhile, other students are hungry, in households with reduced income, caring for younger siblings, and largely uncertain about the days ahead. We must remember this as we prepare for the new reality of distance education.
- We also know that many of our teachers are doing “double duty” as they continue to educate while also caring for their own children. Many may find themselves in challenging situations— a spouse may have lost employment, a family member may become ill, or some may simply feel anxious, uncertain, or disconnected.
- Most students have had little to no experience in an on-line classroom experience. We must realize the stress and fatigue associated with expecting students to be on-line for several hours each day. Thus, activities and assignments are designed to provide students opportunities to be on-line and off-line and teacher expectations should reflect this new reality.
- Many teachers have had minimal experience instructing in an on-line environment. Their expectations will be significantly different than when students are physically present in the buildings. Just as students have limitations to the amount of time spent in front of a computer screen, so too should the teachers. Mental health and physical well-being is key to ensuring this plan is effective.
- While our secondary students (grades 6-12) have access to a district-issued device through our one-to-one program, elementary students do not. Our plan includes the distribution of district-owned devices to those families at the elementary school who are in need of additional technology in their homes.

Finally, this plan is developed with the understanding that it is a “living document.” It was designed with the understanding that NYCSD’s buildings would be closed to students for an indefinite amount of time, but at least until May 1, 2020. However, if an extended closure is necessary, whether issued by the Governor, the Secretary of Education, or our Superintendent, this document will be updated to reflect those changes.
2. OVERVIEW OF THE PLAN

The Northern York County School District plans to use a combination of Planned Instruction and Enrichment and Review to deliver what we believe to be the most academically appropriate educational programming for our students. This document will outline how we intend to do that throughout the variety of programs offered to students throughout our elementary and secondary schools. The graphic below displays Northern’s commitment to on-going education during this extended closure. It is intended to meet the needs of Northern’s students and families and is reflective of the unique challenges facing our students and families, while refusing to simply “write-off” the remainder of the 2019-2020 school year.

**Terminology used in this Plan:**

**Asynchronous learning:** Teachers create learning experiences for students to work at their own pace and teachers ensure a continuum of learning occurs

**Synchronous learning:** Teachers and students meet online in real time through videoconferencing or live chatting all day every day

**Graded Work:** Traditional Grading Scale will be used (100-point grading scale), with a focus on assignment completion
## 3. EXPECTATIONS FOR TEACHING & LEARNING

| Prior to March 30 | **Elementary** – A survey was conducted with the families of all elementary students to determine the need for district-owned devices. Devices will be disseminated to those in need during the week of March 30.  
**Middle School**—Students were issued Chromebooks prior to their departure on March 13.  
**High School**—This is the first year of a one-to-one initiative in which each student has been issued an HP laptop. |
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<tr>
<td><strong>Weeks of March 30 – April 3 and April 6-8</strong></td>
<td><strong>Enrichment &amp; Review</strong> – Informal activities that reinforce or extend students' prior learning will be provided to students online. No new standards and skills will be addressed through Enrichment and Review. The rationale for this decision is that teachers need additional time to transition content and pedagogy into a virtual learning environment and the District needs time to prepare and distribute devices to the families of elementary students. By providing students with Enrichment &amp; Review during this week, the option for learning is available without the expectation that all students will be ready to begin until such time that individual devices are received. Activities associated with the District’s Profile of a Graduate qualify as Enrichment activities.</td>
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<td><strong>Elementary Level</strong> – Teachers will be working in grade level teams across the District to provide consistent activities in a “Choice Board” format for all students. This Choice Board will be updated weekly and will consist of activities in math, ELA, science, and social studies. Encore programs (i.e. music, art, library, phys. ed., and Discovery) will have a choice board as well. Students will be asked to complete a set amount of activities from the Choice Board each week.</td>
<td><strong>Middle School Level</strong> – Using Schoology, teachers will post various activities for middle school students in Grades 6 – 8 that can be accessed online. These activities are optional for this week and completion will not be tracked by teachers. The goal of this week is to get students back into a routine of learning following the first two weeks of the school closure. Teachers will communicate with students and parents using email and/or District-approved methods (Microsoft Teams, Remind, etc).</td>
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<td><strong>High School Level</strong> – Using Schoology and teacher websites, teachers will post various activities for high school students in Grades 9 – 12 that can be accessed online. These activities are optional for this week and completion will not be tracked by teachers. The goal of this week is to continue enrichment activities to support student engagement. Teachers will communicate with students and parents using email and/or District-approved methods (Microsoft Teams, Remind, Schoology, etc…).</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>April 9, 2020</td>
<td><strong>End of the 3&lt;sup&gt;rd&lt;/sup&gt; Marking Period</strong>—any work assigned prior to March 13, 2020 may be collected and graded. Report cards will be issued on April 20, 2020. Students are encouraged to check their Sapphire account and check with their teacher if they have questions about work that is still incomplete.</td>
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<td>April 9 through 13</td>
<td><strong>Easter Break</strong> as designated on School Board Approved Calendar</td>
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<td>April 14 and beyond</td>
<td><strong>Planned Instruction for Secondary</strong>—This is formal teaching and learning online similar to that which occurs in a classroom setting. On-line learning can take place in a synchronous or asynchronous model. Activities designed by teachers should take into account the need for on-line activities as well as off-line activities. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards as well as review of materials that may have been covered prior to the closure of schools on March 16. The rationale for this decision to transition to Planned Instruction is the District’s desire to offer a Free, Appropriate Public Education to all students 6 – 12 and to begin the 4th quarter of the school year so that students learn the knowledge and skills necessary to matriculate to the next grade level at the start of the 2020-21 school year and the Class of 2020 may graduate in June 2020. Activities and assignments will be graded. Attendance will be taken through the submission of required activities and assignments.</td>
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<td>April 14 and beyond</td>
<td><strong>Middle School Level</strong></td>
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<td></td>
<td>Starting April 14&lt;sup&gt;th&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt; marking period, teachers will move away from enrichment activities, and provide activities, assignments and assessments using the District approved curriculum for submission by students through Schoology.</td>
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<td>• Each core team will provide 2.5 to 3.0 hours per week</td>
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<td>• Creative studies teachers will provide an additional 1 hour per week.</td>
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<tr>
<td>April 14 and beyond</td>
<td><strong>High School Level.</strong></td>
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<tr>
<td></td>
<td>Moving away from enrichment, teachers will begin progressing in the curriculum by providing a balance between synchronous and asynchronous learning opportunities. Through Schoology, teachers will provide approximately 2 to 2.5 hours of lesson activities, assignments and/or assessments for submission by students.</td>
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Enrichment & Review for Elementary – Informal activities that reinforce or extend students’ learning will be provided to students online and offline at the elementary level. The rationale for this decision is that our elementary teachers do not have access to a consistent Learning Management System in the same way that our secondary teachers do (i.e. Schoology). We also don’t believe that a platform that relies primarily on-line work is not developmentally appropriate, especially for our early grade levels (K-2). Teachers will be working in grade level teams across the District to provide consistent activities for all students. These resources and activities will be updated weekly and will consist of activities in math, ELA, science, and social studies. Encore programs (i.e. music, art, library, phys. ed., and Discovery) will have options as well. Students will be asked to complete a set amount of activities each week.
The official source of all information related to NYCSD’s response to COVID-19 pandemic is the District’s website: www.northernpolarbears.com. Official updates from the Superintendent’s Office will be published on the District’s website when any new information is received from the PA Secretary of Education and/or the Governor’s Office. Parents will receive updates regularly via the District’s messaging system, Blackboard Connect, using email, phone call and/or text messages.

The staff directory of email addresses is available on the District’s website. Parents should feel comfortable reaching out to teachers via email to ask questions or request information. Teachers will communicate with students using their District email accounts or other learning management system platforms such as Schoology, Seesaw, or Remind. Teachers and students can also communicate through Microsoft Teams. These platforms allow for synchronous learning and/or class meetings to take place.

Students can access materials for enrichment and review via the District’s website (www.northernpolarbears.com) where a variety of online resources have been posted since the closure began on March 16.

Beginning April 14, middle and high school students can access planned instruction utilizing Schoology (for students in Grades 6 – 12). Since all students in Grades 6-12 have a District-owned device, there is equity in what is being assigned and how it is being collected. At the elementary level, we will maintain an Enrichment and Review model. While district-owned devices will be distributed in response to a survey issued on March 27-28, there is no uniform Learning Management System in place. The only potential barrier for students may be access to internet from their homes. Families are encouraged to contact the building principal for alternatives to accessing WiFi. Mobile hotspots are available for students and/or teachers who do not have internet accessibility in their home. These can be obtained by contacting the building principal.
6. **STAFF GENERAL EXPECTATIONS**

The general expectation for all NYCSD teachers and staff is that a **reasonable, good faith effort** will be made to provide quality instruction to students in a remote learning environment.

**Teacher Expectations for Posting Assignments:**

Teachers will post activities to enrich or review previously taught content for students to access at their leisure through April 13, 2020.

The expectation for elementary grade level teachers, beginning March 30, 2020 and throughout the closure, is to work in the Enrichment & Review framework. Teachers will work collaboratively with other teachers throughout the District who are assigned to teach the same grade level and/or subject. This collaborative work will result in Grade Level Choice Boards. These Choice Boards will provide students with planned activities in the various subject areas, including special areas (music, phys. ed., etc.). Students will be asked to complete 10 activities per week, with at least one activity chosen from each of the subject areas. A sample template is provided below.

<table>
<thead>
<tr>
<th>Team Northern Polar Pride</th>
<th>Grade 1</th>
<th>Choose at least 10 activities...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice Board</td>
<td>Week of 3/30/20</td>
<td>Complete at least one under each letter.</td>
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<tr>
<td><strong>P</strong></td>
<td><strong>R</strong></td>
<td><strong>I</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special</td>
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</tbody>
</table>

At the middle school, each core team of teachers will plan approximately 2.5 to 3 hours per week of lesson activities, assignments and assessments posted through Schoology. Creative studies teachers will provide an additional 1 hour per week of lesson activities, assignments, and assessments posted through Schoology. Teachers will communicate with students and parents using email and other District approved methods (Remind, Schoology, Teams), etc. Additionally, special education teachers and counselors will collaborate with regular education teachers on assignments to provide the necessary accommodations to students.
At the high school level, all teachers will plan approximately 2 to 2.5 hours per week of lesson activities, assignments and/or assessments per week that will be posted on Schoology at the beginning of the week. All teachers will be required to touch base with the learning support teachers on a weekly basis to provide assignments due for their students and discuss accommodations that may be needed to complete assignments. Teachers will communicate with students and parents using email and/or District-approved methods (Microsoft Teams, Remind, Schoology, etc...).

**Teacher Expectations for Hosting Educational Opportunities/Planned Instruction Online:**
Lessons should be mainly asynchronous (students are not directly interacting with the teacher to complete the work/lesson/activity). The District cannot expect parents and students to be available when teachers are for synchronous lessons due to family circumstances during the pandemic. If a teacher would like to plan an optional synchronous lesson or activity that would be beneficial for students, they may arrange that, however, no student can be held accountable if they cannot attend. It will be extremely important for teachers to be very considerate of age-appropriate time limits, as well as the fact that students will all have different attention spans and support levels at home.

**Teacher Expectations for Parent Communications:**
Teachers are expected to communicate regularly with parents as a larger audience via group emails, electronic newsletters/announcements, Seesaw, Remind, Schoology, etc. Teachers are expected to respond to parents’ emails and phone calls in a timely manner (i.e. ASAP but within a 24-hour period) and to document those communications as appropriate. Teachers should be supporting and assisting parents as needed to help them support their child in a remote learning environment. Teachers will direct parents to the building principal or IT Department for questions related to access or District-owned devices.
When providing On-Line Instruction, the goal should be to stay in the blue column below as “best practice.”

**Teacher Expectations for Work Time Availability:**
The expectation will be that teachers are formally available for two hours each day from Monday through Friday to work with students, answer questions, and contact students who are not completing work. Staff will need to communicate their office hours to students and parents as times they are available, but we will ask staff to be flexible and put the needs of the students first. If a student is not able to communicate during office hours, flexibility in emailing is helpful.
School Counselor Expectations:
School Counselors are expected to be accessible to advise students through email, phone, or online platforms following the communication plan developed with school/district administration. Additional duties and responsibilities for counselors include:

- Reviewing sites on the internet to provide specific supports for the following:
  - resources for families concerned about remote learning and stress and anxiety related to COVID-19
  - resources to address students’ social and emotional needs
  - a list of tools to assist children with special needs or learning differences that should be helpful to parents during school closures
  - offer a refresher to students on digital safety, cyberbullying, etc. via Microsoft Teams
  - offer “fun stuff for home,” including printable materials about responsibility, making good choices, etc.
  - provide students with the resources to tour college campuses virtually – HS
- Compiling a list of supports for students and parents at your designated level (HS, MS, Elem)
- Continue Career Exploration for all students by utilizing the Smart Futures Program to meet career readiness skills
- Online interventions and supports for students
- Supporting students with 504 plans, behavior plans and IEP goals
- Finish writing reports and follow-up emails to staff and parents
- Moving forward with deadlines and goals for the implementation of PBIS at the elementary level and in the future at the MS and HS
- Update files and lists, i.e., behavioral assessments, parent contacts in call logs
- Create/update behavior intervention plans for students exhibiting difficulties
- Research and stay current on latest theories and practices as it relates to your field, i.e., podcasts, webinars, virtual staff development
- Providing any consultation and assisting with District staff as needed
- Review and analyze District data as it pertains to your designated level (HS, MS, Elem)
- Collaboration with District Administration to disseminate a list of resources for families/students regarding: (forward list for the District website)
- Mental health providers and capacity reports. Identify students who were in the process of mental health placement or were in placement prior to school closure and maintain close contact with families and facilities.
• Food resources
• Housing resources
• Various other community-related resources
• Continuing student/family sessions via Teams, Phone, and e-mail
• Student sessions if parents/students are agreeable using Teams
• For students exhibiting a higher level of stress or anxiety, send separate email to parents/families with resources for talking to them about the events and/or other community resources available
• Developing a questionnaire that can be utilized with students upon return to the buildings. This will assess their level of anxiety surrounding events so we can understand the impact or what therapeutic resources are needed moving forward
• Assisting the administration with working with students who are not making adequate progress within the online platform
• Helping serve lunch or doing other acts of service for the vulnerable in the community as able
• Recognizing and mitigating the limitations of school counselor confidentiality in a virtual setting, which may include unintended viewers or recipients
• Educating the school community on how to best access the school counselor
• Because school counselors do not provide ongoing therapy, the team should review and update the list of available outside mental health services, social/emotional and physical well-being support and share with parents and families. Post referral information on the school counseling website as appropriate
• Prioritizing the most critical academic, career, and social/emotional lessons while continuing to teach the school counseling curriculum as much as possible through school/district online platforms

**School Psychologist Expectations:**
• Finish writing reports and follow-up emails to staff and parents (MDE/GMDE team meetings, IEPs, Re-evals, IEP meetings, etc.)
• Reviewing current evaluation status for students who have not had face to face evaluations
• Completing initial- or reevaluations for active, signed permissions with existing record review, developmental history, teacher/parent/student input, District benchmark and progress monitoring data, and social, emotional, behavioral, and/or adaptive rating scales, despite no direct evaluation by the school psychologist
• Remaining in close communication with parents and teams, scheduling MDT/GMDT meetings, generating meeting invitations, and PWN/NOREP for all existing and pending evaluations
• Participation in IEP meetings and other requested parent meetings as requested/needed
Virtual review for reevaluation reports whether that be with active permissions or via existing records, with close communication with the special education teachers regarding necessary revisions.

Completing record reviews, completing electronic assessments with parents of early intervention students, and continuing planning for the admission of early intervention students for the 2020-2021 school year.

Assisting the administration with working with students who are not making adequate progress within the online platform.

Compiling a list of supports for students and parents within area of expertise that may be shared with students, staff, and parents.

Providing online interventions and supports for students.

Supporting students with 504 plans, behavior plans and IEP goals.

Continuing professional development via national and local organization recommendations related to certification requirements.

Researching and staying current on latest theories and practices as it relates to your field, i.e., podcasts, webinars, virtual staff development, Communique, School Psychology Review.

Providing any consultation and assistance to District staff as needed.

Discussing the high school internship program and providing information regarding the process.

Providing high school internship program information to parents and students.

Providing any consultation and assisting with District staff as needed.

Reviewing and analyzing District data as it pertains to your area of expertise.

Consultation and collaboration with counselors and emotional support teachers, to update behavioral checklists and positive support plans for students as needed.

Collaborate with administrators regarding revisions to District gifted screening and evaluation procedures.

School Nurse Expectations:

• Assist administration to develop a list of resources that families may need during this time such as local food pantries, health centers, etc. Communicate the list to families via the District website, as these needs may be new to families and they are unaware of community resources.

• Coordinate with school administration and families to determine when and how students’ school medication supplies can be picked up for use at home.

• Work with Student Services department to facilitate the provision of medical supports that were performed within the school setting that might be needed in the home setting while students work online.

• Licensure updates.

• Updating mandated reporter training.

• Updating files and lists, i.e., medications, immunizations, parent contacts in Sapphire.

• Researching and staying current on latest theories and practices as it relates to your field, i.e., podcasts, webinars, virtual staff development.

• Providing any consultation and assisting with District staff as needed.

• Reviewing and analyzing District data as it pertains to your area of expertise.
• Advising District leaders on how best to communicate key information from health authorities to their school communities
• Being available to assist or offer guidance to parents with non-emergency student health issues affecting home learning
• Working with the information technology department to be sure you have access to student attendance rates (and add reasons for absences) for future events and when schools reopen
• Developing an evidence-based plan and process, based on CDC guidelines and in accordance with local health department recommendations, that will decrease anxiety and inappropriate screenings of children upon schools reopening - Communicate and review the process with administration and teachers ahead of time, so everyone agrees, and role delineation is clear
• Helping serve lunch or doing other acts of service for the vulnerable in the community, i.e., donate blood.
• Hosting/Attending Microsoft Teams conference meetings with school nurses, administration, staff and parents as needed
• Stay current on the emerging COVID-19 to appropriately answer questions now and when schools reopen; also stay current on cases in your area.
• As appropriate work with principals and school counselors to outreach to students at-risk (for COVID-19) or social issues related to social distancing and offer guidance and information
• Work with the technology department to develop a system of communication for students and families to connect with you while schools are closed i.e., email and forwarding of voicemail.
• Review and update policies and procedure manuals – particularly regarding communicable disease outbreak, emergency preparedness, when students should stay home, etc.
• If wanting/able to do more frontline work check with the local health department for ways to assist. You could also join your state medical reserve corps or see what groups like the American Red Cross are doing. Work with established groups to be sure efforts are coordinated and not duplicating efforts. Other activities, not specifically related to COVID-19
• Learn new skills or stay up to date through online professional development. NASN ELearning is one of many options.
• Review records of students with chronic conditions who may need 504 accommodations, individualized healthcare plans, or emergency care plans for the coming year or who are transitioning to a new school in preparation for when schools reopen
• Review and update Health Services information on the District web site as needed
• Continuing education to keep certificate active

**Instructional Coach, Interventionist and Reading Specialist Expectations:**
• Compiling a list of supports for students and parents within your area of expertise
• Online interventions and supports for students
• Coordinating with the elementary teachers K-5 and principals on ways to deliver enrichment and review activities.
• Supporting the reading specialists with an emphasis on making sure equity is provided for all students in the area of reading K-5
• Researching and staying current on latest theories and practices as it relates to your field, i.e., podcasts, webinars, virtual staff development
• Providing any consultation and assisting with District staff as needed
• Recommending instructional reading strategies for a specific student/s within an online capacity
• Reviewing and analyzing District data as it pertains to your area of expertise
• Assisting the administration with working with students who are not making adequate progress within the online platform
• Reviewing and providing the elementary staff, reading specialists, and the administration with virtual information and resources
• Discussing ways on how to deliver appropriate phonics and phonemic awareness lessons to student online
• Researching the latest companies that recently released online decodable books for free and disseminating those resources to staff
• Offering Microsoft Teams “study groups” on specific topics for staff to keep them updated on the latest ideas behind the science of reading and math practices
• Continuing to work with the administration, reading specialists and staff to provide supports as we move further

Paraprofessional Expectations:
• Continuing to support teachers in reinforcing concepts that are being presented
• Directing parent questions to the student’s case manager
• Completing professional development activities (including Act 126 training)
From March 30 – April 13, 2020, NYCSD will offer opportunities for all K – 12 students to participate in optional activities for enrichment and review of concepts previously taught during the first three marking periods of the school year. It is highly recommended, but not required, that students engage in these activities so that they may get back into the mindset of education after a two-week break from instruction.

Beginning April 14, and until such time that students are able to return to the brick- and-mortar schools, NYCSD will provide planned instruction online for all students in grades 6 – 12 students. By this date, all students will have equal access to a District-owned device if necessary (as identified via the survey issued to elementary parents). It is expected that all students will make a reasonable effort to log on regularly to work for a period of time to complete assignments issued by their teachers. Teachers will be monitoring work completion and will be reaching out via email, phone or other district-approved communication methods, as needed, to provide support and assistance to students, to answer questions, and to follow up on missing assignments. Beginning April 14, 2020, all students in grades 6-12 will be expected to log in to complete assigned work, participate in online lessons as directed by their teachers, and fully engage in the learning process in the virtual environment. Teachers in grades 6-12 will begin taking grades on assigned work on April 14, 2020.

During the period beginning March 30, 2020 and until the school closure ends, we will continue with Enrichment & Review activities for students in Grades K-5, utilizing Grade Level Choice Boards as described above.

**Expectations for Seniors (Class of 2020):**

High School seniors (Class of 2020) are in a very unique situation. The closure of school has disrupted not only their education, but many of their anticipated spring activities. As of this moment in time, the District fully intends to hold prom and graduation as scheduled, unless the closure of school would be extended to those dates. Should that occur, the District will communicate as soon as possible with students and parents. The District is committed to making every reasonable effort to reschedule any previously scheduled events of significance to ensure that the senior class is able to have these memories.

Most importantly, it is extremely important that all seniors take very seriously the planned instruction for their courses which begins on April 14, 2020, so that they can fulfill the requirements to graduate in June. Any student who is in danger of not meeting the requirements to graduate as of the date of the closure will receive an email from Mr. Michael Walker, Assistant Principal or Mrs. Stephanie DePalmer, School Counselor. Once third quarter grades are calculated in two weeks, it is possible that additional seniors may be at risk academically. Mr. Walker, Mrs. DePalmer and/or the teachers will be in touch with students to ensure that they, and their parents, are aware of what work will need to be done and/or credits recovered in order to fulfill the requirements for graduation by the end of May.
8. ATTENDANCE AND ACCOUNTABILITY

From March 30 – April 13, no attendance will be taken. Enrichment and review activities provided online in an asynchronous environment can be completed by students but are optional and will not be submitted for grading. This will continue

Beginning April 14, all NYCSD students in Grades K – 12 will be expected to participate in remote learning opportunities asynchronously. Completion of work is expected and will serve as “meaningful participation” for purposes of “attendance.” Attendance will be associated with submission of assignments. Since most activities will be offered in an asynchronous environment, students will be able to work at their own pace to complete assignments but must communicate regularly with the teachers in order to meaningfully participate in any synchronous lessons.

In order for students to earn grades for the 4th marking period and credits toward graduation, students will be held accountable to participate in their remote learning. The grade for the 4th marking period will be adversely impacted for students who choose not to make a meaningful effort to log on, participate, and complete assignments.
9. **GOOD FAITH EFFORTS (ACCESS AND EQUITY FOR ALL STUDENTS)**

The Northern York County School District has been committed since the beginning of the school closure to reasonably and appropriately support students so that the needs of all learners are addressed. In order to provide equitable access to all K-12 students to maintain a free, appropriate public education, the District’s IT department has worked to ensure all students in grades 6-12 have a District-owned device to use for their remote learning over the next weeks while the mandated closure remains in effect. Elementary families have been surveyed as to needs for technology devices. A distribution plan of District-owned devices for elementary parents will be instituted beginning on April 1, 2020.

Mobile hotspots are available for students and/or teachers who do not have internet accessibility in their home. These can be obtained by contacting the building principal.

Special education teachers and various support professionals have been working to develop plans to ensure that all students continue to receive the necessary services to which they are entitled under Chapters 14, 15 and 16 of the PA School Code. The administration will continue to review policies and procedures and communicate regularly with staff to ensure that all students are receiving what is needed during this unprecedented event. Any services that cannot be provided at a reasonable level would be made up at a later date in the form of compensatory education services to be determined by the students’ IEP teams. For more information, refer to the Appendix.
10. SPECIAL EDUCATION SUPPORTS

In an effort to re-engage with students and provide opportunities to enhance learning, the Northern York County School District will begin educational activities to enrich skills introduced prior to the closure and advance the School Board approved curriculum if the closure is extended. Students receiving special education supports and services as part of an Individualized Education Program (IEP) will begin to receive activities from special/regular education teachers and related service providers.

**Students with IEPs:**
The following expectations for support have been established to meet the needs of students with individualized education plans (IEPs):

- Regular communication with students and parents
- Compliance with federal and state guidelines
- ER, RR, and IEP meetings should be conducted via Microsoft Teams
- Special Education teacher collaboration with general education teachers and differentiated instruction as outlined in students’ Specially Designed Instruction (SDI)
- Tele-therapy via Microsoft Teams by related service providers to provide students’ related services
- Emotional support itinerant services will be provided via check-ins/wellness checks with students and their families.

**Students with 504 Plans:**
The following expectations for support have been established to meet the needs of students with 504 Plans:

- As the anniversary dates for 504 Plans arrive, updated 504 Plans should be completed via Microsoft Teams.
- To the extent possible, teachers should continue to provide the accommodations outlined in a student’s 504 Plans

**Implications for Special Education**
The appropriate special education supports and services listed below will address the child’s identified needs as listed in their IEP. These descriptions outline the District’s plan to support your child through the virtual learning model.

1. **Speech or Language Support:** Your child’s speech language pathologist will be providing activities for your son/daughter to complete over the next few weeks. These activities will relate to the focus of your child’s speech or language therapy needs. The frequency of these activities will be provided based on your child’s typical delivery of service. For example, if your child received speech or language therapy once per week, the therapist will provide activities once per week.

2. **Learning Support:** Your child’s learning support teacher, in coordination with the regular education teachers if appropriate, will be providing activities for your son/daughter to complete.
Activities may include opportunities to write and create, practice math skills, attend a virtual field trip, read an essay and respond to questions, etc. Feedback will be provided by your learning support teacher.

3. **Life Skills Support:** Your child’s life skills support teacher will be providing activities for your son/daughter to complete. Activities may include opportunities to reinforce basic math and literacy skills, topics related to your child’s IEP goals, attend a virtual field trip, read a short story, etc. Feedback will be provided by your child’s life skills teacher.

4. **Emotional Support:** Your child’s emotional support teacher will be providing activities for your son/daughter to complete. Activities may include opportunities to write and create, practice math skills, attend a virtual field trip, read an essay and respond to questions, etc. In addition, activities focused on social skills, emotional regulation, or self-control will be provided consistent with the typical schedule of instruction during the school year. Feedback will be provided by your child’s emotional support teacher.

5. **Autistic Support:** Your child’s autistic support teacher will be providing activities for your son/daughter to complete. Activities may include opportunities to write and create, practice math skills, attend a virtual field trip, read an essay and respond to questions, etc. In addition, activities focused on social skills, emotional regulation, or self-control will be provided consistent with the typical schedule of instruction during the school year. Feedback will be provided by your child’s autistic support teacher.

6. **Multiple Disabilities Support:** Your child’s multiple disabilities support teacher will be providing activities for your son/daughter to complete. Activities may include opportunities to reinforce basic math and literacy skills, topics related to your child’s IEP goals, etc. Feedback will be provided by your child’s multiple disabilities support teacher.

7. **Related Services (OT, PT, Vision, Hearing):** District and outside providers will coordinate with you to provide services through multiple platforms. Personnel will develop activities that relate to your child’s needs. Feedback will be provided by your child’s service provider.

8. **Gifted Education Support:** Your child’s gifted support teacher will provide activities for your son/daughter to complete. Activities provided will reinforce the GIEP goals and skills listed. Feedback will be provided by your child’s gifted support teacher. While not considered a special education service, if your child participates in a co-taught class, this team of teachers will be providing activities for your son/daughter to complete. Activities may include opportunities to write and create, practice math skills, attend a virtual field trip, read an essay and respond to questions, etc. Feedback will be provided by your child’s co-teachers.

Parents who have questions or concerns should first contact their child’s special education case manager or 504 Plan coordinator for assistance. If additional support or information is needed, please contact Rhonda McMullen, Instructional Advisor, for further assistance at rmcmullen@northernyork.org or at 717-432-8691 extension 1129.

For more information, refer to the Appendix.
11. ENGLISH LEARNER (EL) SUPPORTS

The District’s English Learner (EL) teacher will provide weekly enrichment activities designed to help the student maintain gains in language proficiency at the elementary level. Online remote instruction will be provided aligned to meet the English language proficiency (ELP) levels and of the students. Schoology will be used for planned instruction of Els in grades 6-12 and will include both synchronous and asynchronous instructional model using the online tools previously mentioned (i.e. Schoology, Microsoft Teams). There will be a combination of asynchronous learning activities, and synchronous collaboratively taught content instruction. In addition, the teacher will consult regularly with each student’s teacher(s) in order to ensure that materials provided are appropriately modified to encourage continued growth in language development. The District learning management software will permit the EL teacher to monitor the progress of students currently being monitored. Finally, the EL teacher will serve as a point of contact for parents who are not native English speakers to contact via e-mail, Microsoft Teams, or phone. The District will also ensure that instructions for accessing materials are provided in the parent’s native language.

12. Gifted Education Supports

The following expectations and supports have been established to provide gifted education programs and services to students with a Gifted Individualized Education Plan (GIEP):

- Communicate with your students and families regularly.
- Federal and state compliance guidelines should continue to be met. GWR and GIEP meetings should be conducted via Microsoft Teams.
- Collaborate with the general education teachers your students work with and differentiate instruction as appropriate.

Questions or concerns regarding a student’s Gifted IEP should be first addressed to the student’s Gifted Education teacher for response. If further information or assistance is needed, please contact Mr. David Borrell, Director of Student Services, at dborrexl@northernyork.org or at 717-432-8691. For more information, refer to the Appendix.
13. BUILDING LEVEL CONTACTS

Northern High School
Steve Lehman, Principal
slehman@northernyork.org
717-432-8691 ext. 2001

Michael Walker, Assistant Principal
mwalker@northernyork.org
717-432-8691 ext. 2013

Ryan Edwards, Assistant Principal
Redwards@northernyork.org
717-432-8691 ext. 2002

Northern Middle School
Sylvia Murray, Principal
smurray@northernyork.org
717-432-8691 ext. 1301

Dillsburg Elementary School
Patricia Franko, Principal
pfranko@northernyork.org
717-432-8691 ext. 1401

Northern Elementary School
Joyce Cal, Principal
jcal@northernyork.org
717-432-8691 ext. 1501

South Mountain Elementary School
David Echelmeier, Principal
dechelmeier@northernyork.org
717-432-8691 ext. 1701

Wellsville Elementary School
Faithe Permenter, Principal
fpermenter@northernyork.org
717-432-8691 ext. 1601
14. **RESOURCES**

The safety and well-being of our students, faculty and staff is our utmost concern. We are in ongoing communication and consultation with the following organizations that are experts in emergency preparedness and crisis management. Valuable information is available at each site.

- **PA Department of Health**
- **Centers for Disease Control and Prevention (CDC)**
- **Talking to Children About COVID-19**
- **Family Resources for COVID-19**
- **Community Letters from NYCSD**

**Internet Accessibility**

There are many options for obtaining affordable internet. Families are encouraged to utilize the following options to obtain internet access to ensure that students have wireless internet access in order to complete assigned work and participate in learning opportunities remotely *(Source of list below: PA E-rate Coordinator).*

**Low-Cost Home Internet:** Several companies have low-cost, home-based Internet for low-income households.

- Comcast/Xfinity – Comcast will offer new residential, low-income customers its $9.95-per-month Internet Essentials program *free* for 60 days. The company is also boosting the internet service speeds in this program from 15/2 Mbps to 25/3 Mbps, which qualifies the service as high-speed broadband under FCC guidelines. Comcast will also suspend data caps for 60 days. [https://internetessentials.com/](https://internetessentials.com/)
- **Zito Media** - Zito Media will provide its 20 Mbps Internet Service free of charge for two months to low income residents.
- **AT&T** – AT&T’s Access program provides $10/month home-based Internet to limited income households. Also offering two months of free service to new Access customers who order by April 30, 2020 ($10/mo thereafter) and waiving all home internet data overage fees. [https://digitalyou.att.com/low-cost-internet/](https://digitalyou.att.com/low-cost-internet/)
- **Charter Spectrum** (formerly Time Warner Cable) - Charter will offer free Spectrum broadband and Wi-Fi access for 60 days to households with K-12 and/or college students who do not already have a Spectrum broadband subscription at any service level up to 100 Mbps. To enroll call 1-844-488-8395. Installation fees will be waived for new student households.
- **CenturyLink:** CenturyLink is suspending data usage limits for consumer customers during this time period due to COVID-19.

**Aircards/Jetpacks:**

- **T-Mobile** has announced that current T-Mobile wireless customers who have cell-phone plans with data will be granted unlimited smartphone data for the next 60 days. They’ll also receive an additional 20GB of mobile hot spot/tethering service for those two months. In addition, T-Mobile is increasing the data allowance for free to their schools and students using their EmpowerED digital learning programs to ensure each participant has access to at least 20GB of data per month for the next 60 days.
Free Increased Bandwidth for Schools/Libraries: Zito Media is offering to their existing education, library and healthcare customers increased Internet bandwidth, free of charge, if it is needed due to the pandemic.

Free Community Wi-Fi Hot-Spots: The FCC has asked the nation’s telecommunications companies to take the [https://www.fcc.gov/keep-americans-connected](https://www.fcc.gov/keep-americans-connected), which includes a commitment that vendors make their community Wi-Fi Hotspots open and free to all.
- Comcast/Xfinity - [https://hotspots.wifi.xfinity.com/](https://hotspots.wifi.xfinity.com/)
- Zito Media - [https://www.zitomedia.net/wifi/](https://www.zitomedia.net/wifi/)

National Free Wi-Fi Map - [https://www.wifimap.io/](https://www.wifimap.io/). Many of these locations are restaurants that are now closed, but their parking lots may continue to have active service.

Library Parking Lot Wi-Fi: The American Library Association has asked every library in the country to keep their Wi-Fi open during the shutdown so patrons can access it from their parking lots.

Federal Lifeline Program: Lifeline is one of the four federal Universal Service programs (E-rate is also one) that lowers the monthly cost of phone or internet for low-income households. Eligible customers can receive up to $9.25 toward their bill. [https://www.lifelinesupport.org/](https://www.lifelinesupport.org/).
Privacy of Education Records During Continuity of Education

As our school community continues to adjust to the circumstances presented by the COVID-19 public health emergency, the Northern York County School District’s commitment to protecting student rights and supporting families remains a top priority. The purpose of this letter is to reiterate those rights and to explain how the Northern York County School District intends to protect confidential student information while we work with you and your child to implement our Continuity of Education Plan. Families of students with individual education plans (IEPs) or Section 504 plans will receive additional correspondence regarding the virtual delivery of certain special education services or activities.

The federal Family Educational Rights and Privacy Act (“FERPA”) creates an obligation on the part of Northern York County School District to protect personally identifiable information (PII) contained in a student’s education record from unauthorized disclosure. The Northern York County School District’s annual FERPA notice provides a complete explanation of parent and student rights and Northern York County School District’s responsibilities under FERPA. A copy of the annual notice is included with this letter. You can also access the complete notice anytime on the Northern York County School District’s website: https://www.northernpolarbears.com/domain/1402.

As described in the Continuity of Education Plan, the Northern York County School District will use virtual learning as part of our good faith effort to provide opportunities for students to develop and maintain educational skills during school building closure. This includes expanding the use of virtual platforms that were already in use and may also require the Northern York County School District to introduce new platforms and methods of communicating and providing instruction or activities.

The annual notice continues to apply to education records maintained by the District that existed prior to the health emergency and to records that may be created during the implementation of the Continuity of Education Plan. The Northern York County School District is making reasonable efforts to protect PII found in education records, which is why parents and students must understand and implement the privacy guidelines found on the next page.

While we appreciate that there may be instances where strict adherence is untenable for teachers delivering remote learning opportunities and for families receiving instruction, we ask that all members of the school community make every reasonable effort to implement the privacy guidelines.

The Northern York County School District is grateful for your continued cooperation as we work together to provide educational opportunities for students during this difficult time. Please direct any questions about the annual notice or this letter to Mr. David Borrell at dborrell@northernyork.org or at 717-432-8691 extension 1112.

Privacy Guidelines

- The Northern York County School District chose virtual platforms that qualify as “school officials,” a term explained in the annual notice. Any information disclosed by the Northern York County School District to virtual platforms in the process of establishing student account access or which may be disclosed to the virtual platform as a result of a student’s use of the platform is for legitimate educational purposes.

- To the extent possible given the age of your child and household, the Northern York County School District asks that virtual attendance be limited to the student for whom the educational practice is intended.¹
Where instantaneous two-way communication between your child and a teacher or service provider is used, take precautions to keep information from your child’s educational record from being broadcast to others who may be present or within earshot of your child or who may be present or within earshot of individuals who are virtually present at remote locations.

- Instantaneous two-way communication includes video conferences, telephone calls, or interactive platforms.
- Precautions include moving other adults and children out of the room, moving your child into a different room away from others, or using headsets or earbuds.

As a general rule that applies in the classroom setting and in virtual settings, PII is unlikely to be disclosed by a teacher during a group setting.

Exercise additional caution if the educational activity involves one-on-one communication or if the topic to be addressed is intertwined with PII from your child’s educational record.

- To the extent possible given the age of your child and household, explain to your child how not to voluntarily disclose protected information from his/her own education record during group settings or when the circumstances suggest that the information will not remain private.

- When, despite your best efforts, you are unable to shield others from listening to or seeing the educational activity, please notify the teacher or service provider at the beginning of the session.
  - There may be times when you or when a teacher or service provider needs to disclose PII in order to deliver educational activities. Collaborate with school employees to find a solution that protects your child’s privacy while also permitting educational opportunities.

- If a parent is present or permits a non-student to be present when PII is disclosed, that person is prohibited from re-disclosing the information pursuant to the re-disclosure rule contained in the annual notice.

- Unauthorized recording, which includes photos of instructional materials and photos or videos posted to social media or online, is strictly prohibited. Teachers may provide recordings to students of the teacher engaged in educational practices for the sole purpose of implementing the Continuity of Education Plan. Unauthorized recordings of students are prohibited.

- All other guidelines for record keeping and maintenance of records, including special education records, by school officials continue to apply, as explained in the annual notice, to the extent possible under the circumstances.

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FERPA does not prohibit a parent from observing their child’s education. “This is because FERPA would generally prohibit a teacher from disclosing information from a child’s education records to other students in the classroom, as well as prohibit a teacher from disclosing information from a child’s education records to the parents of another child who might be observing the classroom.” See Letter to Mamas, U.S. Dept. of Education (Dec. 8, 2003), [https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Letter%20to%20Mamas%28Recreated%29v508.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Letter%20to%20Mamas%28Recreated%29v508.pdf)