

Continuity of Education Plan

School District	Derry Township School District
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Goal of Plan
<p>The goal of Derry Township School District’s continuity of education plan is to provide planned learning opportunities in both a face-to-face and an online format. The intent of this plan is to provide families within the district a choice of learning environment that works best for their children and circumstances while providing a quality educational experience that supports students in their social and emotional well-being as well as moves them forward academically.</p>

Overview of Plan
<p>Elementary: In each grade level one or more teachers will be identified as the online teacher and will be responsible for teaching the students who are choosing a virtual environment. All teachers will continue to collaborate together for the benefit of both the remote and face-to-face students. Students who return to school face-to-face in the am/pm hybrid model will follow the days’ schedule with their homeroom cohorts. All students will have access to core and essential arts classes. iPads will be utilized to provide a 1:1 environment, ensuring that every student at school or at home has access to technology and can continue to collaborate with one another. SeeSaw will be the digital platform and landing place for all digital content.</p> <p>Middle School: Students will have the opportunity to attend school face-to-face in a hybrid model or attend from home via live streaming. Students will follow the schedule with their team cohort. Teachers will continue to collaborate and work together in teams and PLC’s to address both the social and emotional and academic needs of students. Teachers will use Canvas as the Learning Management System to allow students to collaborate and learn together whether in the classroom or at home.</p> <p>High School: Students will have the opportunity to attend school face-to-face or attend from home via live streaming. Students will follow their assigned schedules, participating in a blended model of instruction regardless of attendance from home or in a face-to-face setting. Teachers will continue to collaborate and work together in departments and PLC’s to address both the social and emotional and academic needs of students. Teachers will use Canvas as the Learning Management System to allow students to collaborate and learn together whether in the classroom or at home.</p>

Expectations for Teaching and Learning

Definitions of Instructional Methods:

- **In Person or Face-to-Face** - learning that occurs in the brick and mortar building with a teacher
- **Home or Online** - learning that occur during the time that students are at home
- **Synchronous** - learning occurs online in live/real time instruction
- **Asynchronous** - learning occurs online without live/real time instruction

Elementary Online Instruction:

- Online instruction will cover the Derry Township School District curriculum standards and will utilize synchronous and asynchronous teaching and learning .
- The instructional schedule (see below) is specific to each grade level and more details will be provided by the online teacher.
- Instruction may utilize large group and small group opportunities.
- Daily live instruction and asynchronous activities will be offered daily in the following areas:
 - Content Areas (Math, ELA, Science/SS, SEL)- synchronous
 - Intervention- push in support to section “live” lessons (synchronous)
 - Essential Arts- asynchronous
- Weekly live instructional opportunities will be offered in the following areas:
 - Instrumental Music- online “live” lesson (synchronous)
 - Special Education- online push in support & ”live” lessons (synchronous)
 - Counseling - online “live” lessons (synchronous)
 - Gifted - asynchronous and synchronous
 - Accelerated - online “live” lessons (synchronous)

Schedule:

This will be a combination of synchronous and asynchronous learning activities totaling approximately 5 hours and 35 minutes per day. Live instruction will happen between the hours of 8:40-3:30. A more specific and detailed schedule will be provided by the online teacher weekly and will be specific to each grade level.

K-2	Approximately 2-3 hours of synchronous instruction per day Approximately 2-3 hours of asynchronous learning per day “Live lessons” approximately 20-30 minutes in length/session
3-5	Approximately 3-4 hours of synchronous instruction per day Approximately 2-3 hours of asynchronous learning per day “Live lessons” approximately 30-45 minutes in length/session

Sample Schedule:

9:00-9:20	Morning Meeting
9:20-10:10	ELA (English Language Arts)
10:12-10:52	Essential Arts (Library, Physical Education, Music, Art, STEAM)
10:52-11:40	ELA continued (English Language Arts)
11:40-12:10	Lunch
12:10-1:10	Math
1:10-1:55	ELA continued (English Language Arts)
1:55-2:15	Break
2:15-2:55	Science/Social Studies
2:55-3:30	WIN (What I Need - guided reading)

***note - instructional times, essential arts, and break times may change depending on the grade level

Elementary Hybrid (am/pm):

The elementary hybrid plan will be a combination of in-person learning at school and home learning through live (synchronous) and asynchronous learning activities totaling about 5 hours and 35 minutes per day. Class schedules may utilize large group and small group instructional opportunities. Instruction will cover the Derry Township School District curriculum standards. Instruction will happen between the hours of 8:40-3:30.

- **AM School Day** (Instructional minutes = 5 hours 35 minutes)
 - In Person- Arrival 8:30-8:40am
 - In Person -Instruction 8:40am-11:15am
 - In Person -Dismissal 11:15-11:30pm
 - Home-Online Instruction 12:30-3:30pm

- **PM School Day** (Instructional minutes = 5 hours 35 minutes)
 - Home-Online Instruction 8:30-11:30am
 - In Person-Arrival 12:45-12:55pm
 - In Person- Instruction 12:55-3:30pm
 - In Person-Dismissal 3:30-3:45pm

In Person Instruction:

- ELA
 - K- 70 minutes
 - 1st- 70 minutes
 - 2nd - 60 minutes
 - 3rd - 60 minutes
 - 4th - 60 minutes
 - 5th - 60 minutes

- Math
 - K - 45 minutes
 - 1st - 45 minutes
 - 2nd - 40 minutes
 - 3rd - 40 minutes
 - 4th - 40 minutes (Days 1, 2, 3, 4)
 - 5th - 40 minutes (Days 1, 2, 3, 4)
- SEL (20 minutes)
 - Morning Meetings and/or SEL curriculum
- Social Studies/Science
 - K - integrated through Open Court
 - 1st - integrated through Open Court
 - 2nd - Built into Open Court
 - 3rd - 20 minutes (alternating days)
 - 4th - 20 minutes (Days 5, 6)
 - 5th - 20 minutes (Days 5, 6)
- K-2 Recess
 - 20 minute assigned time slots
- Gifted
 - Accelerated - live stream with middle school (schedule permitting)
 - Minutes as per GIEP
- Special Education
 - Minutes as per IEP
- ESL - full day Level 1, 2
 - Reg ed peers
 - some pull out
 - 1, 2 come full day

Home Instruction

- Essential Arts-
 - Asynchronous (40 minute total- combination of screen cast and follow up activity)
 - Office hours by cycle day
 - Essential arts teachers can be used for coverage needs
- Intervention-
 - Tier 2 synchronous time (students assigned to time/group)
- Special Education-
 - Social Skills- synchronous lessons
 - Other groups- synchronous lessons
 - Asynchronous activities as applicable

- ESL-
 - Pull out time with ELD teacher (Level 1 or 2 students staying full day)
 - Asynchronous activities as applicable

- Gifted-
 - Asynchronous lessons/Synchronous with office hours provided

- Accelerated - live stream during math time with Middle School (schedule dependent)

- Science/SS-
 - Asynchronous (40 minute total- combination of screen cast and follow up activity)

- Reading and Math- Follow up activities asynchronous as appropriate

Middle School:

At the middle school, students and staff will begin the year as follows:

Students participating in the hybrid learning option will be broken into two groups based on their last name. Group A will be A-K and Group B will be L-Z. On five-day weeks, students in group A will attend school for face-to-face instruction on Monday & Thursday. Students in group B will attend school for face-to-face instruction on Tuesday & Friday. In this scenario, Monday and Tuesday will be the same cycle day and Thursday and Friday will be the same cycle day. For the first month, when hybrid students are not participating in face-to-face instruction, they will be working asynchronously to complete the assignments, videos, readings and activities assigned by their teachers. After the OWL devices arrive, students will begin following a “normal” schedule whether at home or at school, seeing their teachers every day and participating in class through live streaming. We anticipate this transition in the last week of September.

On Wednesdays, all students will report to homeroom virtually at 7:38. Attendance will be taken and an opportunity for academic advising will take place. For the remainder of the day, students will continue to work asynchronously and have the option to attend teacher office hours to ask questions, receive extra help, or have teachers review their work. On Wednesdays, teachers will have online office hours to work with students needing individual help, teachers will also participate in PLC collaboration meetings and potentially attend virtual IEP & parent meetings. During four day weeks, the schedule will be adjusted eliminating the Wednesday activities and ensuring 4 days of instruction for all students. We will continue following our six day cycle schedule but Wednesdays taking place on a typical five day week will not count as a cycle day. With this schedule it will take three weeks to complete one six day cycle.

About 10 - 26% of our students will remain fully online for virtual instruction. These students will still be assigned alphabetically to a group but will participate in live streaming with group B until the OWL devices arrive in late September. This will require teachers to live stream half of the time and allow teachers to do their lesson face-to-face first before having to manage face-to-face and virtual students simultaneously. This transition time allows teachers the opportunity to trouble-shoot and get used to this model of instruction before transitioning to live streaming on a daily basis.

Below is an example of what a typical five-day week would look like for the hybrid schedule in September:

Monday – Day 1

Group A Alpha A-K, Face to Face Instruction
Group B Alpha L-Z , Asynchronous Instruction
All Fully Virtual Students, Asynchronous Instruction

Tuesday – Day 1

Group A Alpha A-K, Asynchronous Instruction
Group B Alpha L-Z, Face to Face Instruction
All Fully Virtual Students, Live Streaming Virtual Instruction

Wednesday – Day 0

Group A Alpha A-K, Virtual Homeroom, Academic Advising, Asynchronous Instruction & Office hour support as needed
Group B Alpha L-Z, Virtual Homeroom, Academic Advising, Asynchronous Instruction & Office hour support as needed
All Fully Virtual Students, Virtual Homeroom, Academic Advising, Asynchronous Instruction & Office hour support as needed

Thursday – Day 2

Group A Alpha A-K, Face to Face Instruction
Group B Alpha L-Z , Asynchronous Instruction
All Fully Virtual Students, Asynchronous Instruction

Friday – Day 2

Group A Alpha A-K, Asynchronous Instruction
Group B Alpha L-Z, Face to Face Instruction
All Fully Virtual Students, Live Streaming Virtual Instruction

More than ever, it is critical that teams work together. PLC collaborative groups must maintain the same online presence, lessons, announcements, assignments, grading practices and assessments. We have dedicated the majority of our time during the first eight days of in-service to helping teachers prepare to address the students’ emotional needs, technical needs and academic needs that this year will bring us.

High School:

Hershey High School will be moving to a block scheduling format as we begin the 2020-21 school year. In the event that restrictions are loosened, this model will allow the high school to fully transition back to a “near” normal environment with fewer hallway transitions and the ability to keep lunches at a manageable (safe) number of students. As the 2020-21 year begins, Hershey High School will be using a hybrid model of instruction for students choosing to come to school face-to-face. Students participating in the hybrid learning option will be broken into two groups based on their last name. On five day weeks, students A-K will attend school for face to face instruction on Monday and Thursday.

Students L-Z will attend school for face to face instruction on Tuesday and Friday. In this scenario, Monday and Tuesday would be the same cycle day and Thursday and Friday will be the same cycle day. Until the OWL devices arrive, our teachers will be delivering instruction that mirrors a blended model. Meaning, when hybrid students are not participating in face to face instruction, they will be working asynchronously, utilizing technology and leveraging various resources to elevate learning experiences. After the OWL devices arrive, all students will follow their daily schedule through the live streaming model regardless of whether they are participating from home or face-to-face.

On Wednesdays, all students will report to a virtual homeroom where teachers will be delivering various lessons focused on social and emotional learning. For the remainder of the day, students will continue to work asynchronously and have the option to attend teacher office hours, work with guidance counselors, or engage in student study sessions for collaborative, peer guided enrichment or remediation. On Wednesdays, teachers will have online office hours to work with students needing individual help, participate in PLC collaboration meetings and potentially attend virtual IEP & parent meetings. During four day weeks, the schedule will be adjusted so that each hybrid group receives two days of face-to-face instruction. HHS will continue following our six day cycle schedule but Wednesdays taking place on a typical five day week will not count as a cycle day.

About 20% of our students will remain fully online for virtual instruction. These students will still be assigned alphabetically to a group but will participate in live streaming with group B until the OWL devices arrive in late September. This will require teachers to live stream half of the time and allow teachers to do their lesson face-to-face first before having to manage face-to-face and virtual students simultaneously. This transition time allows teachers the opportunity to trouble-shoot and get used to this model of instruction before transitioning to live streaming on a daily basis.

Here is an example of the high school schedule for the month of September (after which the schedule will be adjusted to account for the ability to more inclusively live stream):

Monday	Tuesday	Wednesday	Thursday	Friday
9/14/2020	9/15/2020	9/16/2020	9/17/2020	9/18/2020
Day 1	Day 1	FLEX	Day 1	Day 1
A-K	L-Z & Online	FLEX	A-K	L-Z & Online
1,3,5AB/5BC,6	1,3,5AB/5BC,6	FLEX	2,4,5CD/5DE ,7	2,4,5CD/5DE,7

Communication Tools and Strategies

The district website is being used to house all family and district-wide communications: <https://www.hershey.k12.pa.us/> under the COVID-19 heading.

One Call Now is being used to communicate to families regarding instructional information and schedules. This tool is being used via email and phone calls/texts as appropriate.

Zoom is being utilized for board, administrative, team, department, and grade level meetings when attendees are more than 25 participants.

Zoom is being utilized for parent/teacher conferences and IEP meetings to limit the number of visitors in any building.

Email is being used regularly to communicate with professional staff on a twice-weekly basis to provide information, reminders and supports. Staff have been asked to check email between 8:00 and 10:00 am on Mondays and Wednesdays for updates.

Video and YouTube is being utilized for the Superintendent to give updates to parents and staff.

Access (Devices, Platforms, Handouts)

The students in Derry Township School District will be 1:1 with iPads K-12 for the 2020-21 school year. Students who are choosing to stay at home and participate in a virtual environment will be issued school devices and materials prior to the start of school on August 31st. This deployment will work similarly to our spring pick-up and drop-off of materials with families being assigned a time to come to the school to pick up needed materials.

The district has begun to contact families who may have limited access to the internet and is working to improve our plan from this past spring (Kajeet Hotspots issued to families) by using Verizon Sim cards. Neither option provides families with unlimited data so there is a push to educate students and their families that these resources are to be used for school activities only.

Staff General Expectations

Staff are expected to work each school day preparing lessons, giving feedback on learning, attending meetings, and interacting with students and families. Collaboration has been emphasized as the key to success and consistency. While we will resume normal grading and feedback practices, grace is expected for this unusual circumstance. We will continue to lean towards empathy, not violating equity of access.

Student Expectations

Students will be given “expectation” guidelines through family communications. Below is what will be sent home or added to student handbooks at each level.

Elementary:

Students are expected to attend in person and live synchronous online instruction.

Students are expected to complete asynchronous online activities.

Attendance will be taken daily for in person instruction, and in online live sessions.

Teachers will monitor asynchronous follow up activities for completion.

Grading/Feedback

- Summative/formative assessments- essential skills/standards
- Feedback on assignments given in person and online asynchronous follow up activities
- Daily attendance with assignments submitted - participation points
- Trimester report cards will be given based on student participation and performance in in person instruction and online synchronous and asynchronous instruction.
 - Characteristics of a Successful Learner will be utilized

Secondary:

All work (assignments, learning tasks, etc.) will be posted to classes in Canvas.

Some of the assigned learning tasks will give specific deadlines, and some will give students flexible deadlines and flexible options for participation. These should be read carefully.

Classes will be meeting in “real-time” every day, and teachers will be available each week during virtual office hours to answer questions or for extra support. Students should seek to take advantage of these opportunities for extra help.

Always double-check Announcements for each course. Don’t rely on the Canvas To-Do list as not all activities, readings, and resources are attached to Assignments or Events in the Calendar.

Grading/Feedback

Grades are a means to communicate student learning to both the learner and their families. Students will be graded on projects, assignments, formative and summative assessments as would be expected in the classroom.

Attendance / Accountability

Elementary students will begin each online session with a morning meeting and each in-person session with a classmeeting. Attendance will be taken during each of these meeting times. Additionally, during remote instruction for both hybrid and online learners, attendance will be taken during each synchronous interaction throughout the school day. The school day will remain as it always has with lessons occurring between 8:40 am and 3:30 pm.

Secondary students will begin each day, including Wednesdays on 5-day weeks, with homeroom. All students will be required to check-in to be counted for daily attendance. Throughout the day, teachers will take period-by-period attendance to account both for student engagement in the learning process and to ensure that if needed contact tracing can be done accurately.

Good Faith Efforts for Access and Equity for All Students

Please see above: **Access (Devices, Platforms, Access)**

Special Education Supports

Special Education considerations have been woven throughout all of the work in planning for school reopenings. Among considerations are the following:

1. Working through schedules and caseloads to minimize the number of peers and staff that students need to interact with over the course of the day.
2. Regular case manager communication with families.
3. We will be sharing resources so that families can begin to help their children prepare for both virtual and face-to-face instruction. These resources will be located on the website and shared via parent email communication.
4. We will have special education teachers and related service providers to directly provide services to families including live streaming for small group instruction where feasible and teletherapy as appropriate to the needs of each student.
5. We are planning to continue with virtual IEP meetings for health and safety including the ability to offer electronic signatures.
6. Our psychologists will reach out regarding evaluations that were unable to be completed during closure to provide an update on our plans to resume those evaluations.
7. Acknowledging the large number of IEP meetings that must be held in order to begin the school year and setting aside time for these meetings to occur.
8. Providing for a procedure to determine which, if any, students receiving special education services should attend school 4 or 5 days a week. This will ultimately be decided in conjunction with parents via the IEP team.

Communication to Parents

Hi families,

Since sending out our last email a few days ago, we have received many calls and emails asking for more information. I sincerely wish we could respond to everyone and answer the many questions you have (and they are very fair questions and concerns). At the moment, we are trying hard to use our time to gather the data to make our recommendations so we can give you facts and answers so our responses may be delayed. You can certainly continue to reach out, all emails and messages are saved in a folder so that we don't miss anyone when we can respond. We ask that you please continue to be patient – we have the same goal you do, a successful educational experience despite these circumstances of having to factor in safety above all for a large number of students.

For those families that opted for fully online: *The district sent the survey prior to announcing a hybrid model and we would like to know if that changed your plan regarding fully online versus the hybrid in-person. If you could take just 30 seconds to fill this out, it will give us the additional info that helps us plan efficiently and effectively.*

*Here is the [SURVEY](#). **Again, only needed for those families who opted for fully online prior to the change to hybrid.***

By way of updates on revisions to IEPs, we just learned that the state is putting out guidance to us and were advised to hold on revisions until that is provided. We don't have a date yet but hope it will be soon.

We thank you so much for your patience and you have been both kind and understanding. It is very appreciated and makes us all continuously grateful for our strong community. It is not an easy nor stress free time for anyone and patience is hard to come by when stressed. You all are wonderful, caring parents only advocating for your children. We know that and appreciate parent involvement because working together is what will make us come out on the other side of this stronger!

Additionally an extensive list of resources, directions and supports have been provided for both teachers and families.

Special Education/ELD Digital Content and Resources for Families and Teachers

<p>Reading</p>	<p>Reading</p> <ul style="list-style-type: none"> ● Scholastic Learn from Home ● Storyline Online ● Epic Free Digital Books ● Starfall ● ABCYa ● Literactive (a collection of guided reading activities) ● Tar Heel Reader (a collection of free, easy-to-read, and accessible books on a wide range of topics) ● Khan Academy Kids app info ● Video Streaming Content <ul style="list-style-type: none"> ○ Discovery Education ○ Safari Montage ○ Brainpop & Brainpop Jr. ● Library Resources <ul style="list-style-type: none"> ○ Tumblebooks K-5 ● Paul V. Sherlock Center on Disabilities-Adapted Literature ● Unite for Literacyhttp://www.ric.edu/sherlockcenter/wwslist.html ● Project Gutenberg ● Readworks ● I Trace Free (App to help you practice tracing letters and getting familiar with letter shapes) ● Reading A-Z ● Raz Kids (Science-based learning)
<p>Math</p>	<ul style="list-style-type: none"> ● Everyday Math Website K-5 ● Cool Math ● Starfall ● ABCYa ● Math Playground

	<ul style="list-style-type: none"> ● Khan Academy Kids app info ● I Trace Free- Practice tracing numbers ● Quick Math Jr.- App to practice basic math skills. Starts at Kindergarten level standards and moves on based on the child's abilities. The student can create cartoon monsters for completing activities.
<p>Related Services (including but not limited to)</p> <ul style="list-style-type: none"> -Speech -Occupational -Physical -Sensory -Emotional Regulation -Social Skills -Augmented Communication 	<ul style="list-style-type: none"> ● 25 Fine Motor Activities for Children 6+ ● Learning Without Tears ● Dance Mat Typing ● DLTK Learning Activities ● Activity Village ● Zones of Regulation ● Social Thinking ● Do2learn ● Free Fine Motor/Visual Packets to Print for elementary age students ● Social and Emotional Sharing ● Social & Emotional Games to Play with Your Child ● Deaf, Deafness and Hard of Hearing ● GoNoodle - Family (Brain Breaks) ● Emotional ABCs ● Speech and Language ● Speech and Language Activity Ideas ● Home tips for articulation, language, fluency, and voice ● <i>Language:</i> <ul style="list-style-type: none"> ○ Language Target Word Lists (scroll down to section titled "Language") ● <i>Articulation:</i> <ul style="list-style-type: none"> ○ Suggested Word Practice for Speech Sounds ○ Free Articulation Word Lists (scroll down to the specific sounds) ○ Free Articulation Word Lists (downloadable PDFs) ● <i>Social Language:</i> <ul style="list-style-type: none"> ○ Social Language Practice Ideas (scroll down to section titled "Social Language") ● <i>Complex Communication Needs:</i> <ul style="list-style-type: none"> ○ PrAACtical AAC Visual Supports for COVID 19 ○ S.T.O.R.M. Speech Therapy (AAC, adapted story books, no-tech communication boards) ○ Ideas for using AAC at home (play, snack, and reading for younger learners)
<p>COVID 19 Specific Resources</p>	<ul style="list-style-type: none"> ● CDC Talking Points for Families ● NASP Talking Points for Families ● Social Story - Coronavirus - elem

	<ul style="list-style-type: none"> ● Social Story - Coronavirus - secondary ● Autism and Coronavirus-Helping Students Understand
General Resources	<ul style="list-style-type: none"> ● Transition Resource Tables (free or low cost transition resources for teachers, students, and families) ● "Audible" Free Stories ● Accessible Chef - visual recipes ● Making Learning Fun - visual recipes ● School Closure Autism Toolkit ● GoNoodle ● N2Y Free Extras (direct downloads; or register for access to tons of FREE resources including communication boards, gross/fine motor, & positive behavior support) ● Pete's Powerpoint Station-includes activities (all subjects) ● Resources for Young Learners ● Resources for Young Learners (2) ● Choiceboards for Young Learners

EL Supports	
Special Education/ELD Digital Content and Resources for Families	
ELD (Formerly ESL) Specific resources	<p>Elementary School</p> <ul style="list-style-type: none"> ● Read Stories and ask questions throughout the book. Questions to ask. ● Explain and talk about activities that they are doing, food they are eating, clothes they are wearing in order to practice learning new vocabulary. ● Bluster!- App to build vocabulary and practice vocabulary. ● Starfall- Practice letters, letter sounds, rhyming words and listen to stories to practice vocabulary. ● Imagine Learning site code - 4207590 ● i-Ready ● Reading A-Z - Teacher Username - HersheyESL ● BrainPOP ELL username: hannahrobb password: brainpop1 <p>Middle School</p> <ul style="list-style-type: none"> ● Storyline Online Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. ● Lunch Doodles with Mo Willems In his first LUNCH DOODLE, Mo

	<p>welcomes you into his studio at home and guides you through drawing activities using one of his favorite characters as inspiration!</p> <ul style="list-style-type: none"> ● Scholastic Learn at Home Every day includes four separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers. Just find your grade level and let the learning begin! ● National Geographic Kids ● Easy Indoor Activities for Kids! ● Raz Kids ● Duolingo ● USA Learns ● ESL Video <p>High School</p> <ul style="list-style-type: none"> ● Study Island (Levels 3 and 4) ● Khan Academy (Levels 3 and 4) ● CNN10 (Listening Practice for upper levels) ● NoRedInk (Writing Practice for upper levels) ● Newsela (Reading Practice) ● ESL-Lab (Listening Practice all levels) ● English Interactive (Reading, Writing, Speaking, Listening Practice) ● ManyThings.Org (Reading, Writing, Speaking, Listening Practice)
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Gifted Education
<p>Helpful Links:</p> <p>National Association for Gifted (NAGC) http://www.nagc.org/</p> <p>Pennsylvania Association for Gifted Education (PAGE) http://www.giftedpage.org</p> <p>HOAGIES – great source for gifted education information/resources http://www.hoagiesgifted.org/ PA Department of Education - Gifted Education http://www.pde.state.pa.us/gifted_ed/site/default.asp</p> <p>Duke University - Summer Gifted Programming Search - Includes FREE summer programs http://www.duketipeog.com/guide/search</p>

Building/Grade Level Contacts
<p>Elementary: Mrs. Jena Funck jfunck@hershey.k12.pa.us</p>

Hershey Elementary School
450 Homestead Road
Hershey, PA 17033
(717) 531-2277

Middle School:

Mr. Erick Valentin
evalentin@hershey.k12.pa.us
Hershey Middle School
500 Homestead Road
Hershey, PA 17033
(717) 531-2222

High School:

Dr. Jeff Smith
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Hershey, PA 17022
(717) 531-2244

Resource Links

Training Resources - Tips

- [eLearning Industry](#) - 321 Free Tools by Category
- eSchool News: [10 Resources to keep Learning Going](#)
- [14 Ways an LMS Comes in Handy](#)
- [Distance Learning Readiness Kit](#)
- Canvas
 - [Scaling Online Learning when the Classroom Closes](#)
 - [Contingency Planning](#)
 - [Additional Resources](#)
- Seesaw
 - [Home learning with Seesaw resources](#)
 - [Webinar session](#) on how to use Seesaw for remote learning
 - And [this webinar session](#) with examples from a school that just made the transition in response to coronavirus
 - [BBC segment](#) of students using Seesaw at home in the last few weeks
- [Tips for Enabling Distance Learning Through GSuite and Chrome](#)
- **From TAC**
 - **Stanford - Teach Anywhere** - <https://teachanywhere.stanford.edu/bit.ly/stanfordteachingdisruption>
 - **Two excellent slide decks with information on tools and strategies to teach remotely:**
 - <http://bit.ly/2TXKcQs>
 - <http://bit.ly/2U0xikN>
 - **FREE online tools:**

- Google Classroom
- OER Commons (to include NASA, Khan Academy, CK-12, EngageNY, Curriki, OpenStax, etc.)
- EVERFI
- ...and 321 more at <http://bit.ly/39HCQHv> (organized by category)
- **FREE Premium Tools for teachers/students to utilize (typically paid)**
 - Kahoot!
 - BrainPOP
 - Pear Deck
 - Google Hangouts
 - Padlet
 - EdPuzzle
 - Flipgrid
 - Zoom - How do we access premium
- **Preparing students to learn from home with Chromebooks:** <http://goo.gle/2lz2a6E>
- **School Closure Planning Documents:** <http://bit.ly/plantoclose>
- **School Closure Map:**
<https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html>
- Khan Resources
 - Digital Agenda/Activities
https://docs.google.com/document/d/e/2PACX-1vSZhOdEPAWjUQpgDkVAJrFwxxZ9Sa6zGOg0CNRms6Z7DZNq-tQWS3OhuVCUbh_-P-WmksHAzbsrk9d/pub