

Continuity of Education Plan

School District	Albert Gallatin Area School District
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Goal of Plan

The purpose of this plan is to communicate guidance and expectations for faculty, staff, students and families relative to the instructional model to be followed in the Albert Gallatin Area School District as a result of the COVID-19 pandemic. The district will diligently make a good faith effort to deliver the curriculum as it is intended while ensuring that students are provided with a Free and Appropriate Public Education (FAPE) to the best of our ability.

Overview of Plan

The plan is designed with consideration for the various circumstances our faculty, staff and families are facing during the COVID-19 pandemic. Furthermore, in attempting to meet the challenges of extended school closure, social distancing requirements and delivery of instruction in the midst of these circumstances, the Albert Gallatin Area School District is forced to consider the challenges it faces prior to the onset of the pandemic. A recent technology survey indicates a number of our district families have limited to no internet access. Moreover, students in Grades K-5 have access to a limited number of devices, as our technology is purchased cyclically and contingent on funding. As a result, the plan meets the needs of the district, specifically, while adhering to federal and state guidelines. Albert Gallatin Area School District's continuity plan is fluid as events and guidelines related to the pandemic unfold. The plan includes opportunities for both synchronous and asynchronous learning predominantly for Grades 6-12 while Grades K-5 learning opportunities will be delivered through learning packets/portfolios initially with a gradual transition to virtual delivery. Consequently, each faculty member will make a good faith effort to deliver the curriculum as intended, understanding that it may not be possible to get fully, or as deeply, through the concepts.

Expectations for Teaching and Learning

The Albert Gallatin Area School District's Continuity of Education Plan is designed to offer planned instruction with elements of enrichment/review for students. The primary method for delivery of planned instruction will occur through Google Classroom for students Grades 6-12. Students at this grade band have a working knowledge of this platform as most teachers were either fully, or in the early stages, of utilizing it prior to the school closure. Grade K-5 teachers are currently receiving additional training in the use of Google Classroom. Virtual experiences at this grade band has not reached the level of experience as the middle and high school. Furthermore, the elementary schools

are not one-to-one at this time. However, the district will be seeking funds made available through government subsidized grants becoming immediately available for districts such as ours. Grades K-5 will be provided learning packets. Initially following the school closure, students in Grades K-5 were provided learning packets for twelve (12) days of instruction (approximately until April 17th), with the exception of April 10 and April 13 as the district recognized these dates as part of Easter observance. Simultaneously, teachers during the initial twelve (12) days of instruction will communicate with students via phone calls (when appropriate), Remind, email and platforms that meet the individual needs of families. Additionally, during this time, teachers will participate in virtual trainings and meetings related to online instruction, specifically Google Classroom, in preparation for the second phase of the instructional plan. All phases of the plan, regardless of grade level, students and families will have the opportunity to communicate with teachers during the day from 10:00 AM to 2:00 PM specifically. The remainder of the teachers' day will be comprised of tasks and responsibilities related to planning, preparation and review of student work. In some instances, predetermined meetings with administration and professional development sessions will be held. Given the purpose of this plan as being the district's good faith effort to deliver the curriculum as intended, likewise is the expectation for students to complete requirements set forth by the teacher at all grade levels and content areas, whether online or in learning packet form. Again, to be clear, the district recognizes that for some student populations, learning through a virtual platform will be present challenges. We will meet these challenges as they arise.

Communication Tools and Strategies

Communication with families will occur through emails, text alerts (REMIND messages) and information provided on the District's website and social media page. Instructionally, communication related to classwork will be delivered using Google Classroom, specifically for Grades 6-12 and eventually for Grades K-5. In addition, individual teachers will communicate with students/parents/guardians using the same platforms as mentioned above. Teachers are required to maintain a daily communication log. In instances whereby a student and/or a parent/guardian (more specific to Grades K-5) have not reciprocated communication, the school guidance counselor(s), building administrator and district attendance supervisor will continue to follow-up with communication and home visits when necessary.

Access (Devices, Platforms, Handouts)

Students in Grades 6-12 are predominantly 1:1 with Chromebooks. The district is actively seeking funding sources made available as a result of the COVID-19 pandemic to continue our 1:1 initiative in Grades K-5. As mentioned, our district still faces issues of limited to no internet service in some geographic areas. The district has and continues to convey information regarding resources related to accessing internet services. In the event the district would secure monies to purchase additional devices for K-5, the district is cognizant that devices may not readily be available and subject to manufacturing and shipping delays. Tech support is provided through our district's technology department. Information regarding device related issues is posted on the district's website.

Staff General Expectations

Teachers are expected to design lessons and activities that focus on essential standards and skills related to their content and student grade level. Overall, while our students in Grades 6-12 have had opportunities to partake in an online/virtual learning platform, particularly Google Classroom,

experiences have not been uniform. Therefore, staff are advised to consider the current situation keeping in mind learning activities will need to be adapted. Likewise, students in Grades K-5 will face challenges in completing learning packets independently as this is a new experience for them. Students may face a plethora of circumstances at home as a result of the COVID-19 pandemic impacting the level of support necessary to complete assignments included in learning packets. For these reasons, all K-12 faculty are expected to communicate regularly with students, and parents/guardians. Support and feedback regarding assignments related to planned instruction is essential to effectively implement the continuity plan. Consequently, we realize adjustments to instruction may be necessary based upon student progress and individual needs. During all phases of the plan, teachers will maintain a communication log and will regularly submit lesson plans to building administration. Instruction will be different from that in a traditional classroom and it will require the collective efforts of the teachers with administrative support to communicate expectations to the students and parents.

Student Expectations

The purpose of the Continuity of Education Plan developed by the Albert Gallatin Area School District is to meet the challenge of providing an education to its students during these unprecedented times. The district will utilize multiple strategies and communication methods to meet this challenge. Therefore, it is the District's expectation that students will do their part to complete assignments and activities assigned. Learning activities and tasks assigned reflect essential skills and activities.

Attendance / Accountability

Please Note:

******THIS SECTION MAY BE MODIFIED PENDING RECOMMENDATIONS/GUIDELINES FROM THE STATE.***

Attendance: Students will be considered "present" unless the school is notified otherwise. If a student is sick and unable to complete assignments, the parent/guardian is urged to communicate this information to the students' teachers and school administration.

Grading:

Districtwide, the 3rd marking period was completed based upon the students' grades up until the closure on March 13th.

During the COVID-19 school closure, the district will make the recommendation to move to a **Pass/Fail option (Grades 6-12)** and **Satisfactory/Unsatisfactory option (Grades K-5)**.

ELEMENTARY - The abruptness of the situation forces our students to adapt to a learning environment different than that of a traditional day at school. To ease the transition from the school setting to learning packets, in addition to a gradual shift to online instruction, we believe it is to the student's advantage to offer this grading alternative when making a determination regarding their performance during these unprecedented times. That being said, it is **IMPERATIVE** the child's instructional packet be returned to the school and/or online work be submitted back to the child's teacher for review.

MIDDLE/HIGH SCHOOL— In Grades 6-12, for the 4th marking period final grades will be Pass/Fail for each applicable course on the report cards. Pass = 60% and above: Fail = 59% and below. The Albert Gallatin Area School District will make a notation on both the transcript and school profile that a P/F grading system was implemented for the final nine weeks of the 2019-2020 school year as a result of

the COVID-19 pandemic. The notation will be made for the 2020, 2021, 2022 and 2023 Classes likewise.

If appropriate, students can report their “grades to date” (meaning, grades as of March 13th, 2020) on a post-secondary application. The district will attest to this information and has stored the data. The P/F will be exempt from the student’s GPA.

For students applying to college, most college applications provide an opportunity for students to share additional information. It is in this section students can report the AGASD designated a P/F grading system while also reporting their “grades to date”. In addition, THE COMMON APPLICATION has a designated area whereby this information may be added. For your reference:

<https://appsupport.commonapp.org/applicantsupport/s/article/How-can-I-add-more-information-that-isn-t-covered-in-the-Common-App>.

***Placement Tests and Prerequisites for Courses:**

The district administers various placements exams, as well as, defines certain prerequisites for various courses. In attempting to maintain fairness and equity for all of our students, the district has elected to not administer these exams. For placement and prerequisite requirement purposes, the district will utilize the student’s grades up to the school closure of March 13th and the recommendation/consensus among teachers, guidance and administration regarding the student’s performance. If the student is placed in a particular assignment the following year, the student’s performance will be evaluated/reviewed prior to the end of the first nine weeks. We do not want to deny a student the opportunity to continue on their learning progression.

***Retention:**

Students may still be considered for retention. However, data and performance prior to the school closure will be used in the decision making process. If the student was not performing adequately prior to the school closure, the district is obligated, if not compelled, to address this concern with parents/guardians.

Good Faith Efforts for Access and Equity for All Students

In order to meet the demands of this new learning environment, teachers will be developing lessons and activities that will focus on the essential learning standards for their content and grade, regardless of the platform. Many activities that normally would have occurred in the regular classroom have been modified and will continue to need modified as this is a fluid plan. Considering the circumstances and the various demands on families during this time, the designated time allotted for lessons has been adapted and reduced to address these issues. Most lessons will allow students to work independently. If students are unable to complete a learning activity, students (when appropriate) and parents/guardians are urged to contact the teacher for assistance and/or the building administration if necessary. We have provided a timeline for our Continuity Plan which allows for flexibility to meet students’ needs while meeting learning expectations.

Special Education Supports

The Albert Gallatin Area School District will continue to meet the needs of students with individualized education plans employing a variety of strategies. Regular communication and monitoring of student work will assist in determining if students’ goals are being met. Learning Support Teachers are advised to make contact with all parents/guardians on their caseloads at a

minimum of twice weekly. However, a schedule of communication can be agreed upon between the parent/guardian and teacher. Parents will be notified of the continuity plan and methods of instruction provided. Teachers will review the accommodations each of their learning support students require and if they continue to be appropriate. All IEP and 504 meetings will continue to take place as scheduled. Meetings will be conducted using various means such as: Zoom, Google Voice/Hangout while maintaining HIPPA/FERPA compliance. Teachers will utilize the IEP Parent Call Log on each student's IEP Writer page. Related service providers will also use this to document their sessions with students/parents. As the General Education Teachers are available for support during the hours of 10:00 AM to 2:00 PM, likewise will the Learning Support Teachers. Learning Support Teachers will seek an invitation to the regular classroom teacher's Google Classroom. Relative to Grades K-5, Learning Support Teachers will modify instructional packets to meet their specific students' needs. In instances whereby the Learning Support Teacher is the Teacher of Record, the support teacher will develop a learning packet designed to meet needs of those students likewise. Social Workers will provide teletherapy or communicate via phone with students identified for services. Speech, Occupational, Physical, Audiology and Vision services will be provided individually or in small group through teletherapy, phone. Autistic Support students will receive their related services concentrating on core skills. Communication with and guidance from PATTAN, as well as, parents/guardians will assist us in our efforts of delivering services. Life Skills students will complete learning packets emphasizing activities related to their goals set forth in their learning plans.

EL Supports

Instruction delivered by the Intermediate Unit 1 ESL Program will continue for the duration of the school closure. The ESL Specialist assigned to the student will continue providing services to meet the student's needs using the platform the district uses and will communicate with the district to determine the need for any changes. The Intermediate Unit has encouraged teachers to reach out to the district principals/teachers and parents/guardians. In addition, ESL Support Teachers will identify online resources and print materials to create their plans for instruction. Regular classroom teachers are encouraged to continue communicating with the ELs' teachers during this time as well.

Gifted Education

Instruction delivered by the school level gifted support teacher will continue for the duration of the school closure. The gifted case manager assigned to the student will continue providing services to meet the student's needs using the platform the district uses and will communicate with the district to determine the need for any changes. The district has encouraged teachers to reach out to the district principals/teachers and parents/guardians. In addition, Gifted Support Teachers will identify online resources and print materials to create their plans for instruction. Regular classroom teachers are encouraged to continue communicating with the Gifted Support Teachers during this time as well.

Building/Grade Level Contacts

DISTRICT ADMINISTRATORS

District Superintendent - Mr. Christopher Pegg

Elementary Supervisor (K-5), Federal Coordinator, Curriculum - Mrs. Lara Bezjak

Special Education Supervisor (K-12) and Support Services - Mr. Jared Plisko

Secondary Supervisor - Mr. Jason Hutchinson

Technology Support - Mr. Chris Bolin

BUILDING ADMINISTRATORS

Albert Gallatin Senior High - Mr. Jason Hutchinson, Mr. Brian Reams, Mr. Michael Dunham

Albert Gallatin North Middle School - Mr. Randy Wilson

Albert Gallatin South Middle School - Mr. Zack Dillow

AL Wilson Elementary - Mrs. Krista Baker

Friendship Hill Elementary - Mrs. Lara Bezjak/Mr. Randy Wilson

George J. Plava Elementary - Dr. Eric Witt

Masontown Elementary - Mr. Duane Frund

Smithfield Elementary - Mrs. Renee Rosie

GUIDANCE COUNSELORS

AG High School - Ann Capozzi, Elaine Kopich

AG North Middle - Hillary Redman

AG South Middle - Kim Hellen

AL Wilson - Jill Ciarrocchi

Friendship Hill and Smithfield – Keli DeCarlo

George J. Plava and Masontown – Kristen Crawford

Resource Links

*****This section of the Continuity of Education Plan will be updated moving forward.**

-District website for updates and notices throughout the closure www.agasd.org

-Learning Packets

March 30, 2020	12 day instructional packets distributed to parents/guardians. Procedures and protocols established. Instructional packet pick-up was extended to meet the needs of families.
March 31, 2020	The district commenced instruction both virtually (Grades 6-12) and via Day 1 of Instructional Packet (Grades K-5).
April 20, 2020	Instructional Lessons #2 (Lessons for April 20 – May 8) Instructional Packet material will be available: <ul style="list-style-type: none">- Online via Google Classroom and/or- Parent Pick-Up following same procedures and protocols from previous distribution. Parents/Guardians will RETURN Instructional Packet #1 at this time.
May 4, 2020	Instructional Lesson #3 (Lessons for May 11 – May 29) Instructional Packet material will be available: <ul style="list-style-type: none">- Online via Google Classroom and/or- Parent Pick-Up following procedures and protocols. Parents/Guardians will RETURN Instructional Packet #2 at this time. Administration will record student packet submission.