



# Farrell Area School District

## Continuity of Education Plan

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Goal of Plan
<p>The Farrell Area School District has identified goals to provide Continuity of Education (COE) for all students in the most appropriate and accessible ways possible during the mandated closure of schools due to the COVID-19 global pandemic. We intend to implement the aforementioned in the following ways:</p> <ul style="list-style-type: none"><li>● Provide academics, using the PA Common Core Standards, to all students using distance learning formats.</li><li>● Communicate guidance and expectations for faculty, students, and parents in the Continuity of Education plan.</li><li>● Establish guidelines and procedures so faculty members make a good faith effort to deliver the curriculum and communicate with families</li><li>● Provide nutrition by offering lunch and breakfast to all students</li><li>● Ensure that students are provided with a Free and Appropriate Public Education (FAPE), to the best of our ability.</li></ul>

Overview of Plan
<p>The Farrell Area School District is aware of the evolving situations as a result of the COVID-19 pandemic, and strives to provide an educational experience for our students and faculty to further</p>

the continuity of instruction.

The district used the Flexible Instructional Days (FIDs) format as a basis for our lesson plans. The intent is to continue the asynchronous nature of delivering instruction through hard packets and the Google Classroom platform. When available, synchronous lessons may be used to meet with the students and deliver instruction.

The faculty will continue to deliver and prepare lessons for the students on a daily basis. Each day, students are to work on the daily lessons following the directions and formats the teacher(s) provide. In the Google Classroom setting, students will log on to complete the assignments. Lessons may contain, but are not limited to: assignments, projects, activities, virtual lessons, and choice boards. Students have the flexibility during the day to complete the assignments.

The faculty will provide the instruction (enrichment and review) in an appropriate amount of time according to the age, grade and ability level of the student. Each faculty member will make a good faith effort to deliver the curriculum. The delivery of the curriculum can be in the following formats:

- Online/digital learning opportunities
- Virtual instruction
- Non-digital learning opportunities (independent work packets sent home)

### **Expectations for Teaching and Learning**

The District is proceeding with Enrichment and Review Instruction during this statewide school closure. The highest priority is that all students have the ability to access and participate in instruction. The district has provided a variety of means of education to ensure students receive meaningful accommodations and support. The instruction will reinforce standards that were taught and continue to instruct on concepts/skills aligned to grade-level standards.

The Farrell Area School District Continuity of Education Plan has been compiled in phases.

- During Phase One, the faculty began to prepare for a possible closure prior to the March 13, 2020, statewide shutdown. Teachers created emergency, two-week lesson plans following the Flexible Instructional Days format and prepared corresponding materials. All plans were approved by the administration. During the 10-day non-instructional period (March 16 - 27) set by the state, the teachers continued to prepare for a possible extension of the shutdown and attended numerous online professional development opportunities in order to prepare for distance learning. Virtual meetings were conducted by the Supervisor of Curriculum and Instruction with all faculty members during grade level meetings in the elementary school, and grade bands (7-9 and 10-12) in the middle/high school. All materials were distributed to students in the following manner: a scheduled pick-up for students in grades 7 - 12, during

the lunch and next day breakfast distribution for students in grades k - 6, and through home delivery for any student in grades k - 12 who did not pick-up their instructional materials

- Phase Two- On March 23, 2020, Gov. Wolf announced closure of all schools for an additional two weeks; therefore, teachers began preparing lesson plans and materials, as they were advised by the superintendent, for the remainder of the school year. Continuity of Instruction began on March 30, 2020. The teachers began instruction and communication with their students.
- Phase Three- Since Gov. Wolf's announcement that schools will remain closed for the duration of the current school year, teachers continue to educate students in the aforementioned manners. Documentation is kept for all communications by the teachers. If a teacher cannot reach a family, they are to report it to the building administration to follow up. Teachers will continue Professional Development opportunities that are shared through a Professional Development Google Classroom.

#### Elementary

Teachers in the elementary school (grades K-6) created lesson plans and materials. It is important to note that all students do not have access to the internet and/or computer devices. Therefore, the majority of the instruction provided was tailored for the instructional work packets which were sent home. For those who have access, some grade levels are using Google Classroom and SeeSaw to provide instruction to their students. Zoom and Google Meet are also being used to virtually meet with the students.

#### High School

Teachers in the middle/ high school (grades 7-12) created lesson plans and materials. The majority of instruction provided is being done through online learning platforms. Since not all students have access to the internet and/or computer devices, instructional work packets have been (and continue to be) prepared for their instructional delivery.

The District 's highest priority is for all students to have the ability to safely and successfully access, and participate in instruction. Therefore, teachers continue to prepare for paper and pencil, as well as, online/virtual instructional delivery.

#### **Assessment of Student Progress**

The Farrell Area School District has established a method that supports performance throughout the academic school year. The district completed Quarters 1 through 3 before the mandatory shutdown of PA schools. The grades for the first three marking periods will remain the same, and will be averaged together. Grades for the fourth grading period will be recorded as "Pass" or "Fail". A "Fail" will be determined by a percentage earned of 59% or lower. A "Pass" will be determined by percentage earned of 60% or higher. If the grade earned during the Fourth Quarter improves a student's final grade from the course average earned during the first three marking periods, then the final grade will be calculated based on the average of all four marking periods. If the Quarter 4 grade lowers the final grade from the course average earned during the first three marking periods, then the average grade from the first three marking periods will represent the final grade for the year.

Regular attendance and active participation in the online classroom and completion of assigned work are essential to the educational process.

### **Communication Tools and Strategies**

Communication with families is very critical at this time. The District provides multiple means of communication to reach all families. The Superintendent sends out district-wide informational updates by means of a district-wide robocall. Announcements and information are also posted on the District website, District electronic marquee, the official District Facebook page, and through the U.S. mail.

Instructionally, communication about instructional activities occurs through faculty posting information on:

- Informational packets
- Class Dojo
- Remind App
- Google Classroom
- See Saw
- Email

Virtual meetings may be asynchronous or synchronous using Google Hangout Meet and Zoom virtual meetings. Teachers are to document all communication with their students and parents.

### **Access (Devices, Platforms, Handouts)**

All district faculty were provided with district Chromebooks.

A survey was conducted by the teachers, by contacting students, to enquire about student access to computer devices. The District has made information available to families about internet resources from commercial providers.

Students who do not have computer devices and/or internet access were provided with instructional work packets, along with all the supplies necessary to complete projects.

Communication by faculty is conducted via technological means and/or phone calls. Grades K-5 are utilizing Class Dojo as a means to communicate with students about instruction. Grade 6-12 are utilizing Google Classroom. Phone calls are being made to those students/families who do not have computer access. G-Suite tools are used to facilitate student learning.

### **Staff General Expectations**

General Expectations for faculty include:

- Instruction will be a review and enrichment of education.

- Flexible Instructional Days guidelines will be followed to create instructional plans. This will include:
  - Communication Plan
  - PA Standards
  - Key Learning Areas ( Standards and Sequence)
  - Description of activity, project, etc.
  - Objective
  - Instructional Activities
  - Differentiated Instruction
  - Resources
  - Definition for evidence of learning
- Faculty will have lessons posted daily by 8:00 each morning or daily assignments provided in the instructional packets
- Faculty will be available during normal teaching hours and:
  - Respond to student or parent/guardian inquiries via email, telephone, or other grade level technological means.
  - Plan and Prepare Lessons
  - Participate in meetings (with colleagues, PLCs, and with administration)
  - Participate in training
  - Participate in instructional activities
- Distance Learning Daily Time Requirements from the National Board for Professional Standards
  - Elementary (Grades K-5): 1-2 hours
  - Middle School (Grades 6-8): 2-3 hours
  - High School (Grades 9-12): 3-4 hours

### **Student Expectations**

Students are expected to actively engage in Distance Learning by:

- Monitoring Google Classroom daily or completing daily assignments.
- Engaging in all learning with academic honesty
- Communicating with their teacher and requesting additional support if required
- Complying with School Internet safety policies including expectations for online etiquette
- Completing daily work which will serve as evidence of completion and participation (attendance)
- Emailing or contacting the School Guidance Counselors for any needed support.
  - High School Students will use the grade level Google Classroom to obtain help with college/university applications, Financial Aid questions, military questions, support, etc.
- Distance Learning Daily Time Requirements from the National Board for Professional Standards
  - Elementary (Grades K-5): 1-2 hours
  - Middle School (Grades 6-8): 2-3 hours
  - High School (Grades 9-12): 3-4 hours

### **Attendance / Accountability**

Students are expected to fully participate in the instructional activities provided for each planned course.

#### High School

- Students are marked present for the day when they check-in with the teacher. Packet work dated and collected will also act as an attendance indicator for a student not utilizing an online platform.

#### Elementary

- Students are marked present when they check-in using Class Dojo, email, text, or engage in a telephone call. Packet work dated and collected will also act as an indicator for a student not utilizing an online platform.

The attendance sheets used to track students are shared with the district Attendance Officer to update attendance in the Student Information System.

### **Good Faith Efforts for Access and Equity for All Students**

The Farrell Area School District began preparing for the education of its students prior to the mandated closure, and in anticipation of such. The District began formal preparation of the COE immediately upon receiving notice to do so. The Farrell Area School District has taken into consideration that not all students have access to the internet or computer devices; therefore, instructional packets have been prepared for all students who need them. During the distributions of instructional materials, schedules were created and guidelines were developed in order to adhere to the social distancing protocol established by the CDC. In the event a parent/guardian or high school student could not arrange for a pick-up of materials, packets were safely delivered to the students' homes.

#### Good Faith Efforts:

- The District will
  - Create a District-wide Continuity of Education Plan that supports the needs of all students academically, socially, and emotionally while providing opportunities for education via online learning platforms, and instructional packets.
  - Support faculty and students/ families due to shifting into the distance learning model
  - Provide or share professional development opportunities to help faculty
  - Communicate through various means such as: emails, telephone calls, and virtual meetings between staff, colleagues, and administration
- The Faculty will
  - Prepare lesson plans following the Flexible Instructional Day Guidelines set by the PA Department of Education
  - Collaborate within grade levels to create uniform lessons

- Provide instructional packets for all students who need them. Teachers may utilize the Google Classroom Platform.
- Communicate with students and document communication with students and families. If a teacher cannot contact a student, the building level office must be notified immediately to follow through.
- Remember that they are considered Mandated Reporters.
- Attend virtual administrative meetings
- Provide ALL students with prompt feedback for learning
- Differentiate lessons to meet the learning styles of students
- The school psychologist will
  - Write NOREPs for students who are in the middle of an evaluation
  - Write NOREPs for students who are already receiving services
  - Contact parents of children within our district who receive support through early intervention programming
  - Contact educators from our district, as well as early intervention programs to gather information for reports to transition into school age programs
  - Gather information for evaluation reports for both gifted and learning support students enrolled in the district, as well as, resident students enrolled in Parochial schools.
  - Review and report writing for children who receive Early Interventions services who will be entering school aged programming for the 2020-21 school year
  - Continue contact with Special Education Director about Special Education concerns/issues/ information

### **Special Education Supports**

The Farrell Area School District ensures that students are provided with a Free and Appropriate Public Education (FAPE), to the best of our ability.

The Special Education Department will:

- Continue to collaborate with regular education teachers to make sure all instruction follows Individualized Education Plans (IEP) and 504 Plans
- Maintain timelines
- Provide support opportunities for students via technology or print materials to those without computer devices or internet access
- Conduct IEP meetings in a virtual format using Google Meet, ZOOM, or through a phone conference
- Send home letters to families of students with IEP's and 504 plans to clarify what specially designed instruction modifications and/or supports are and are not able to be provided through the IEP (National Emergency IEP addendum)
- Contact parents on a weekly basis in order to check-in and determine the need for support and offer assistance
- Initiate contact with the current therapist providing related Services to students, such as

Occupational Therapy, Physical Therapy, Speech, Vision and Hearing Support in order to resume services. In some cases, a “teletherapy” model or electronic platform may be offered. The delivery model will be explained and the School District will work to assist in providing the proper technology and resources. If barriers exist, the IEP team will revisit this area of need and develop a plan.

- Have access to the student’s Section 504 plan during the closure period and will incorporate the relevant accommodations into the distance learning resources to the greatest extent possible and appropriate under these circumstances
- Support and/or provide instruction via live or recorded mini lessons (and/or through online classroom platforms; and/or through paper packets, etc.)
- Have (telephone or video) office hours available for students to access at specific times
- Support the continuation of counseling services currently being offered by Mercer County Behavioral Health in a school setting, to now being offered through telemed services during the closure period. Facetime and/or phone conferencing options may be used to keep in touch with students and their families.
- Post resources to help our families learn more about COVID-19 and the supports available through both the school and community partners on the District website
- Post on the District website ( [www.farrellareaschools.com](http://www.farrellareaschools.com)) resources detailing what to do if the evaluation of a student with a disability requires a face-to-face assessment or observation, and what to do if evaluations and reevaluations do not require face-to-face assessments or observations while schools are closed.
- Inform parents and guardians that once school resumes, their child’s IEP team can reconvene to establish a plan to address any skills that may have been lost during the closure within a reasonable timeframe.

#### **EL Supports**

The Farrell Area School District currently does not have any students enrolled who qualify for English Language support.

In the event of an enrolled student requiring EL services, the Special Education Department will:

- Contact Midwestern Intermediate Unit 4 for support and services
- Provide the support of an EL teacher to collaborate with regular ed teacher
- Provide EL support home/school communication assistance

#### **Gifted Education**

The Farrell Area School District ensures that students are provided with a Free and Appropriate Public Education (FAPE), to the best of our ability.

The Special Education Department will:

- Maintain compliance in accordance with Chapter 16 Guidelines



- Provide Enrichment Activities online by the gifted teacher.
- Ensure compliance with all required documents.
- Conduct GIEP meetings in a virtual format using Google Meet, ZOOM, or a phone conference
- Send home letters to families of students with GIEP's to clarify what specially designed instruction modifications and/or supports are and are not able to be provided through the GIEP (National Emergency GIEP addendum)
- Work collaboratively with the general education teachers to implement the specially designed instruction outlined in the GIEP
- Support and/or provide instruction via live or recorded mini lessons (and/or through online classroom platforms; and/or through paper packets, etc.)
- Conference with students when needed by telephone or video conferencing

#### **Building/Grade Level Contacts**

- District Level:
  - Superintendent
  - Business Manager
  - Supervisor of Curriculum & Instruction
  - Special Education Director
- High School Level:
  - High School Principal
  - Assistant High School Principal
- Elementary Level:
  - Elementary Principal

#### **Resource Links**

Resources can be located on the Farrell Area School District website, COVID-19 Information.  
<http://www.farrellareaschools.com/protected/ArticleView.aspx?iid=51Y00I&dasi=33B0>