



## **Meyersdale Area School District Continuity of Education Plan**

School District	Meyersdale Area School District
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Goal of Plan
The goal of the Meyersdale Area School District's COVID-19 Continuity of Education Plan is to continue to provide quality educational opportunities to all students through the use of online learning and paper and pencil formats.

Overview of Plan
<p>The District began education in the home with "Enrichment and Review" following the March 16th closure. After assessing district options, a transition to "Planned Instruction" (PI) is currently in place.</p> <p>On April 14th the high school and middle school began PI with the elementary planning to begin on April 27th. The district will close quarter 3 as of April 17th. Quarter 4 instruction began on Tuesday, April 14th. The 4th quarter evaluation of students will be pass/fail for all schools. The first three nine-weeks will be used to determine the final average (with the exception of students enrolled in Dual Enrollment courses) and other pertinent information.</p> <p>Students will continue to receive instructional materials either through the use of online classrooms or paper and pencil packets. This is currently determined by student preference as well as internet connectivity.</p>

Expectations for Teaching and Learning
During the school closure, Meyersdale students will be graded via a pass/fail system for the fourth nine-weeks based solely on their valid attempt to complete their respective assignments. It is our intent through this process to ensure that our students continue learning and working hard but to make each of their individual school experiences as stress-free as possible.

As our faculty grades the fourth nine-week using a pass/fail system, they have been given the following guidelines for providing and grading coursework:

- Attempt to communicate with as many students as possible using technology because it is the most effective means of two-way communication between teachers and students. Because of this fact, we are strongly encouraging any student with the capacity to work online to do so.
- Provide pencil and paper packets to students who do not have access to the necessary resources to work online. Teachers are encouraged to make significant efforts to communicate with these students as this situation will be more challenging to provide them consistent feedback and guidance.
- Teachers of core classes should provide a minimum of three, 20-30 minute lessons per week.
- Teachers of special classes should provide a minimum of one, 20-30 lesson per week or one course culminating project/activity.
- The pass/fail grade will be based solely on a student's effort and/or responsibility to complete his or her assignments. If a student has completed or has given what the teacher determines to be an "acceptable level" of effort on an assignment, the student will receive full-credit for the work. A 60% or greater on the coursework for the final marking period will receive a passing grade "P" on the report card for that subject area. If the student earns a score of less than 60% on the assignments, he or she will receive a failing grade "F" on the report card for the respective subject area.
- Teachers will establish and communicate methods to check for assignment completion with the families of students working on paper and pencil packets. An example of potential strategies may include parents taking a picture of a completed assignment and emailing it to the classroom teacher.
- There will be NO final exams.
- A student's final average grade for each subject area will be determined by the average of the first three marking period scores.
- Student year end G.P.A. calculations will be based on the end of the third nine week grading period.
- Currently, we have students taking courses for Dual Enrollment college credit. Those students are receiving full instruction and grades for those courses during the 4th quarter grading period. Grades for these dual enrollment courses will be calculated in the 4th quarter grading period and will be included in G.P.A. calculations.

#### Communication Tools and Strategies

- One Call Now- mass announcements including phone calls, email blasts and text messages
- District website [www.masd.net](http://www.masd.net)
- Facebook
- Email
- Phone
- Online Platform communication

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

- Initial content packets were mailed to all students in grades K-5. Remaining content packets were mailed as requested by families. Families not responding to calls were provided a paper and pencil packet.

- Content is available to all students in Google Classroom.
- All Meyersdale students in grades 6-12 have their own district issued chromebook for educational purposes.
- Students in grades K-5 were provided a chromebook upon request.
- A school directory that included teacher phone extensions, email addresses, and other contact information, and IT support contacts.

#### Staff General Expectations

Faculty is expected to:

- Attempt to communicate with as many students as possible using technology because it is the most effective means of two-way communication between teachers and students during these restrictive times.
- Provide pencil and paper packets to students who do not have access to the necessary resources to work online. Teachers are encouraged to make significant efforts to communicate with these students as it will be more challenging to provide them consistent feedback and guidance.
- Teachers of core classes should provide two to three, 20-30 minute lessons per week.
- Teachers of special classes should provide a minimum of one, 20-30 lesson per week or one course culminating project/activity.
- Teachers will establish and communicate methods to check for assignment completion with the families of students working on paper and pencil packets. An example of potential strategies may include parents taking a picture of a completed assignment and emailing it to the classroom teacher.

#### Student Expectations

Students are expected to:

Actively participate and communicate with faculty and staff to complete assigned work. They will meet guidelines that have been set forth by the district and regularly participate in planned instruction.

#### Attendance / Accountability

Attendance will be based on student participation. The pass/fail grade will be based solely on a student's effort and/or responsibility to complete his or her assignments. If a student has completed or has given what the teacher determines to be an "acceptable level" of effort on an assignment, the student will receive full-credit for the work. A 60% or greater on the coursework for the final marking period will receive a passing grade "P" on the report card for that subject area. If the student earns a score of less than 60% on the assignments, he or she will receive a failing grade "F" on the report card for the respective subject area.

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

Students at Meyersdale Area School District are 1:1 with Chromebooks in grades 6-12. All students in grades K-5 have access to content through Google Classrooms and have been provided an opportunity to borrow a district Chromebook. In addition, all students in grades K-1 have been mailed paper and pencil packets. Students with no/poor internet connectivity, in grades K-12 are receiving

paper and pencil packets. All students are encouraged to complete educational assignments online however, still have the preference to request paper and pencil packets.

### Special Education Supports

#### K-5 Elementary Learning Support and Elementary Life Skills Support

- Special Education Teachers will focus on the student's Individualized Education Plans (IEPs), working on goals with included activities through both paper/pencil and or other resources as the teacher finds appropriate
- The Special Education Teachers will utilize Google Classroom, Google Hangout/Meets and/or other modes of communication to teach lessons prerecorded, live, or recorded to viewed at a later time
- Special Education Teachers will create a schedule for the direct instruction of students so that students have equal access to the learning for each subject
- Special Education Teachers will create an office hours schedule and communicate those with the families so students and parents have continued access to their IEP teacher for support
- Special Education Teachers will continue to coordinate with the IEP team as if school were in session to schedule an IEP meeting via Google Hangout/Meets, telephone conferencing, and/or other modes of communication
- Special Education Teachers will continue to coordinate with the IEP team if school were in session to schedule special education Re-Evaluations (RR) meetings via Google Hangout/Meets, telephone conferencing, and/or other modes of communication

#### 6-12 Learning Support Teachers and High School Life Skills

- Students are assigned to their content area teacher's Google Classroom and Special Education Teachers will utilize Google Classroom, Google Hangout/Meets and/or other modes of communication to collaborate with their content teacher
- Teachers will focus on the student's Individualized Education Plans, working on goals with included activities to monitor student IEP goals
- Teachers will create a schedule utilizing Google Classroom and/or Google Hangout/Meets or via telephone to individually meet with students
- Special Education Teachers will continue to coordinate with the IEP team as if school were in session to schedule an IEP meeting via Google Hangout/Meets, telephone conferencing, and/or other modes of communication
- Special Education Teachers will continue to coordinate with the IEP team if school were in session to schedule special education Re-Evaluations (RR) meetings via Google Hangout/Meets, telephone conferencing, and/or other modes of communication

#### K-12 Related Services

- Teachers will create an office hours schedule and communicate those with the families so students and parents have continued access to their IEP teacher for support Related Services (Speech, School Psychologist, Counseling/Social Work, Occupational Therapy/Physical Therapy, Vision, Hearing)

- Teachers will utilize Google Classroom, Google Hangout/Meets, and/or other platforms to provide therapy sessions in the same manner as they would in our traditional school format.
- Create a schedule with all families for their individualized session(s)
- Paper/pencil materials can be provided

#### EL Supports

The instruction delivered by the K-12 ESL Program will continue while being delivered remotely. The ESL Program Specialists assigned to the students will continue providing English Language Development instruction to the students via Google Classroom, Google Hangout/Meets and/or other modes of communication.

The ESL teachers are available for ongoing support to both the English Learners (ELs) and their families and will continue to communicate and collaborate with the English Learner's classroom and content area teachers to assure that the students are able to successfully transition to remote instruction in all of their subject areas and/or successfully complete paper/packet assignments.

Supports for translation and interpretation will be used where necessary and appropriate for both students and families.

#### Gifted Education

Gifted Education teachers/Gifted Coordinator will continue to meet the needs of our students through various activities and teacher collaboration. Teachers should also do the following:

- Coordinate with the GIEP team as you would if we were in session to schedule a GIEP meeting via Google Hangout/Meets, telephone conferencing, and/or other modes of communication
- Provide Enrichment Activities and Collaborate with regular education teachers to ensure students are receiving appropriate services.
- Hold class meetings or utilize other platforms to "meet" with students as needed.
- Communicate with families how services will be delivered.

#### Building/Grade Level Contacts

Primary Contacts:

District (Grades K-12): Dr. Tracey Karlie, Superintendent, [trkarlie@masd.net](mailto:trkarlie@masd.net)

High School (Grades 9-12): Mr. John Wilttrout, High School Principal, [jwilttrout@masd.net](mailto:jwilttrout@masd.net)

Middle School (Grades 6-12): Mr. Wayne Miller, Middle School Principal, [millerw@masd.net](mailto:millerw@masd.net)

Elementary School (Grades K-5): Mr. Devin Pritts, Elementary Principal, [prittsd@masd.net](mailto:prittsd@masd.net)

Special Education Services (Grades K-12): Mrs. Angela Boutiller, Special Ed. Coord., [boutila@masd.net](mailto:boutila@masd.net)

#### Resource Links

[Google Classroom](#)

Resources and information for Meyersdale Area School District: [www.masd.net](http://www.masd.net)

Resources are available for parents/guardians, students, faculty and community.