

Big Spring School District



Continuity of Education Plan

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Purpose of the Continuity of Education Plan:

The purpose of a Continuity of Education Plan is to provide a detailed overview of 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.

Plan Goal:

The philosophy that guided the development of this plan for our students focused first on their safety and then on the engagement of content, skills, and knowledge that had previously been taught prior to the school closure. Ultimately, the goal of this plan and program is for students to have the opportunity to deepen their understanding of key concepts that they have already had the opportunity to learn about and to gain exposure to critical curricular concepts necessary for students to be successful in their next course, grade level, or endeavor.

Plan Overview:

The concept of this program is one primarily of Enrichment and Review, while providing for exposure of critical concepts not taught prior to the closure. The learning activities can take a variety of forms. Online resources, virtual instruction, or independent work packets are a few options to maintain student engagement in learning. The resources can mirror the planned course of instruction from before the closure.

While a plan to employ remote learning only will not deliver the high-quality experiences that our students benefit from on campus, the plan is in direct alignment with the District mission and vision. A major component of that mission and vision is to ensure that each student develops competencies aligned to our Profile of a Graduate. The learning activities that are the result of this plan further develop those key competencies of citizenship, creativity, collaboration, communication, critical thinking, and continuous learning.

Access and Equity for All Students

Access for all students has been considered in the development and deployment of these activities. Through the development of this plan and guiding the development of each lesson, the District acts in good faith to ensure that activities are reasonably accessible and equitable. While school closures challenge the ability to ensure certain provisions, reasonable effort will be made to ensure that all students have the opportunity for meaningful enrichment and review.

As appropriate, teachers of students with special needs will work to ensure that appropriate and reasonable modifications are made for students. This may be done through targeted instruction, modified assignments, or other accommodations that can reasonably be provided in this format of learning.

In addition, provisions have been made for students that may not have internet access or internet capable devices to complete their work. These options may include providing loaner devices or generating materials in print.

Expectations of Teaching and Learning:

Depending on the length of the closure, certain concepts from each course's curriculum will be chosen for enrichment and review. That content is generally identified as either most critical to course learning or highly important to future learning.

Unique Delivery of Remote Learning:

While there are great similarities in the remote learning program throughout the District, each will be slightly unique in delivery given the age and nature of the students that we serve at various building levels. Common threads include the estimated number of and duration of enrichment activities per week, mode and frequency of communication to students and families, and additional supports for students and families throughout the closure.

Student Expectations:

The purpose of providing this model for this Continuity of Education plan is to keep students engaged in their learning, to cement previously taught concepts or skills, and to provide exposure to critical concepts not taught prior to the closure. While assignments are not required, nor graded, students that engage benefit greatly from additional opportunities for learning and for direct feedback from staff.

While the method of delivery is remote, behavioral expectations for engaging in a school environment remain consistent with what is expected on campus. This includes virtual meetings, engagement with peers, engagement with staff, etc.

Attendance and Accountability:

Given the voluntary nature of this remote learning program, attendance is not required as it would be during typical district operations. Despite that, we are hopeful that our continued partnership for student learning will yield a high degree of involvement and regular student attendance.

Special Education Support:

The District's Special Education staff at each building level, as well as the Assistant Supervisor for Special Education and the Director of Pupil Services, will be available daily to parents via email, phone, or Google Meet. Parents who have questions can reach out to their teacher, building administrator, or central office special education administration. As noted in the section of this plan titled *K-12 Remote Learning Model*, Special Education teachers will be available to meet regularly with the students on their caseload and will consult with classroom teachers in order to ensure that regular education activities are appropriately adapted and that students are provided enrichment activities that will support maintenance of Individualized Education Program (IEP) goals.

English Learner Support:

The District's English Learner (EL) teacher will provide weekly enrichment activities designed to help the student maintain gains in language proficiency. In addition, the teacher will consult regularly with each student's teachers in order to ensure that materials provided are appropriately modified to encourage continued growth in language development. Finally, the EL teacher will serve as a point of contact for parents who are not native speakers to contact via e-mail, google meet or phone. The District will also ensure that instructions for accessing materials are provided in the parent's native language.

Gifted Education:

The District's three Gifted educators will follow the same guidelines as established for special education teachers, which include providing enrichment activities appropriate for gifted students, continuing to conduct annual GIEP meetings in a mutually agreed upon virtual format, and holding "Office Hours" so that parents and students can reach out via email, Google Meet, or phone. In addition, the Gifted educators will consult and plan with regular education staff in order to ensure that activities developed are appropriately challenging for these students.

K-12 Remote Learning Model

ELEMENTARY BUILDINGS		
Topic	Description	Information
Learning Activities - Quantity	Number of activities provided to each student per week per “course”	<ul style="list-style-type: none"> ● K-2 students are offered a weekly choice board with activities in ELA, Math, Science/Social studies. <ul style="list-style-type: none"> ○ Students are asked to choose one activity per board, per day. ● 3-5 students receive choices in activities through various formats (mostly by day through Google Classroom), with the expectation that the students would complete a minimum of one activity per subject area per day ● All grade levels provide additional online options for extra practice
Learning Activities - Duration	Approximate time to complete the assignment	<ul style="list-style-type: none"> ● Learning activities are on average, 10-20 minutes per activity
Access / Method(s) of Delivery	Delivery Platforms	<ul style="list-style-type: none"> ● Google Classroom ● Google Meet ● Google Forms for students to complete activities ● See Saw ● Email ● Numerous online programs for extra practice are provided on a separate from this document <ul style="list-style-type: none"> ○ Students can utilize as desired or as part of the choice boards
Communication to Students / Families	Mode and Frequency	<ul style="list-style-type: none"> ● Enrichment and Review activities will be available by 8AM on Monday mornings. ● Teachers will send an email to parents at the start of the week with any pertinent information regarding the week’s activities.

		<ul style="list-style-type: none"> ● Teachers check email at least one time in the morning and once in the afternoon and respond in a timely manner ● Teachers email students on a regular basis to stay connected ● Google Meetings may happen by each grade level to connect with students and allow students to connect with each other. ● See Saw/Google Classroom/Website also used to communicate with families, if used as a communication tool prior to the closure ● For a direct link to your building activities, please click the links below: <ul style="list-style-type: none"> ○ Mount Rock Elementary School ○ Newville Elementary School ○ Oak Flat Elementary School
Student / Family Connections	Mode and Frequency	<ul style="list-style-type: none"> ● Teachers provide 1 hour of time to connect via Google Meet daily (1-60 min. block or 2-30 min. blocks per day). ● Time is consistent each day ● Principal responds to emails/phone calls from parents on the same day ● Principal office hours are available and can be requested via email or phone call
Student Support	Mode and Frequency	<ul style="list-style-type: none"> ● Google Meet offered at various times as additional options for students (morning meeting, sharing time from students, reading chapter book, answering student questions, etc.).
Specials	Structure for enrichment from specialists	<ul style="list-style-type: none"> ● Special teachers provide choice boards for the month ● Activities can be accessed through the homeroom teacher ● Special teachers join classroom teacher's Google Meets or hold their own Google Meet with students <ul style="list-style-type: none"> ○ Teachers provide 1 hour of time to connect via Google Meet daily (1-60 min. block or 2-30 min. blocks per day). ● Students choose from the choice board for the special they would have for that day
Reading Intervention	Structure for enrichment for Reading Intervention	<ul style="list-style-type: none"> ● Reading intervention teachers are to only give families one passage a week to work through with their student.

		<ul style="list-style-type: none"> ● Families may choose 2 of 4 activities provided by the intervention teacher ● Teachers are available via Google Meet or join grade level Google Meet to support students <ul style="list-style-type: none"> ○ Teachers provide 1 hour of time to connect via Google Meet daily (1-60 min. block or 2-30 min. blocks per day).
Special Education	Structure for enrichment for Special Education Teachers	<ul style="list-style-type: none"> ● Special Education teachers will participate in planning meetings with their appropriate grade levels in order to assist with developing adaptations to regular education assignments as needed. ● Special education teachers, who serve as the teacher of record for 3 subjects or more will follow the same guidelines as regular education teachers (i.e 1 hour of time to connect via Google Meet daily 1-60 min. block or 2-30 min blocks per day.) ● Special education teachers who serve as the teacher of record for 2 subjects or less will follow the same guidelines as regular education teachers (i.e. 1 hour of time to connect via Google Meet daily 1-60 min. block or 2-30 min blocks per day.). The special education teacher may choose to set up separate Google Meet or join in on those already established by the student’s regular education teacher. If the Google Meet is conducted in an inclusive format with the regular education teacher, the special education teacher will contact these students separately at least 1 time a week regarding their own assignments. ● Annual IEP meetings will continue to be conducted in a mutually agreed upon virtual format.
Pupil Services	Structure for enrichment for staff in Pupil Services Department	<ul style="list-style-type: none"> ● Building counselor is connecting with specific families and students for support ● Building counselor will provide weekly activities provided to various students that may be integrated in teachers’ choice boards or used generally ● Instructional coaches are supporting the enrichment and review activity planning and delivery with other teachers

BIG SPRING MIDDLE SCHOOL

Topic	Description	Information
Learning Activities - Quantity	Number of activities provided to each student per week per “course”	<ul style="list-style-type: none"> ● Four activities are created for each course per week. <ul style="list-style-type: none"> ○ At a minimum, students choose two to complete. ● Two offline activities are also available to complete as a substitute to the online options ● Activities are focused on “enrichment” and reflective of four different learning opportunities that will appeal to the diverse groups of students/learners. ● Activities should reflect Profile of a Graduate enrichment opportunities.
Learning Activities - Duration	Approximate time to complete the assignment	<ul style="list-style-type: none"> ● Each planned activity should not exceed 20 minutes.

Access / Method(s) of Delivery	Delivery Platforms	<ul style="list-style-type: none">• Weekly, teachers complete the “Enrichment Planning Template” which reflects the online/offline opportunities for each course.• This template, along with the associated PDFs are uploaded into the Teacher’s folder, which is located on each teacher page and can serve as a guiding resource for students / families. <p><u>Classroom Assignments/Materials:</u></p> <ul style="list-style-type: none">• Google Classroom is the dominant platform. If the teacher is utilizing an alternative, they will communicate via email.<ul style="list-style-type: none">○ Students have links to access Google Classroom○ If students have an issue accessing the classroom, please contact the teacher. <p><u>Collaboration:</u></p> <ul style="list-style-type: none">• Flipgrid• Padlet <p><u>Connecting with Students:</u></p> <ul style="list-style-type: none">• Google Meet• Google Hangout• Zoom
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<p>Communication to Students / Families</p>	<p>Mode and Frequency</p>	<ul style="list-style-type: none"> ● Enrichment and Review activities will be available by 8AM on Monday mornings. ● Teachers check/answer their email at a minimum of one time in the morning and one time in the afternoon, on school days. ● Teachers provide an “Office Hour” on their assigned day and they choose a time between 10:00 AM-2:00 PM. This can be in the form of Google Meet, Google Chat, Zoom, and/or any other platform other than email. <table border="1" data-bbox="1136 500 1715 719"> <thead> <tr> <th>Weekday:</th> <th>Subjects:</th> </tr> </thead> <tbody> <tr> <td>Monday:</td> <td>Math</td> </tr> <tr> <td>Tuesday:</td> <td>ELA</td> </tr> <tr> <td>Wednesday:</td> <td>Social Studies and Foreign Language</td> </tr> <tr> <td>Thursday:</td> <td>Science</td> </tr> <tr> <td>Friday:</td> <td>Electives</td> </tr> </tbody> </table> <p><u>Teacher Pages: Information for Parents and Students</u></p> <ul style="list-style-type: none"> ● Teacher Email ● Platform for sharing online assignments. (e.g. Google Classroom) ● Office hours: Day / Time / Method ● For a direct link to BSMS activities, please click here. 	Weekday:	Subjects:	Monday:	Math	Tuesday:	ELA	Wednesday:	Social Studies and Foreign Language	Thursday:	Science	Friday:	Electives
Weekday:	Subjects:													
Monday:	Math													
Tuesday:	ELA													
Wednesday:	Social Studies and Foreign Language													
Thursday:	Science													
Friday:	Electives													
<p>Office Hours</p>	<p>Mode and Frequency</p>	<ul style="list-style-type: none"> ● Teachers provide an “Office Hour” on their assigned day and they choose a time between 10:00 AM-2:00 PM. This can be in the form of Google Meet, Google Chat, Zoom, or any other platform other than email. ● By grade level, Mrs. Grossman and Mrs. Nace rotationally host student “check-in chats” each Monday afternoon at 2:00 PM. 												
<p>Student Support</p>	<p>Mode and Frequency</p>	<ul style="list-style-type: none"> ● Students should communicate to our counselors, teachers, and staff via email with on-going questions/concerns. 												
<p>Special Education</p>	<p>Structure for enrichment for Special</p>	<ul style="list-style-type: none"> ● Special Education teachers are expected to follow the same guidelines as 												

	Education Teachers	<p>their regular education peers.</p> <ul style="list-style-type: none"> ● Special education teachers will participate in planning meetings with their appropriate grade levels in order to assist with developing adaptations to regular education assignments as needed. ● Special education teachers who serve as teacher of record for individual or all subjects will follow the same guidelines as regular education teachers (i.e. 1 hour a week per subject of office hours via Google Meet). ● Special education teachers with itinerant only students will connect with those students a minimum of one time per week. ● Annual IEP meetings will continue to be conducted in a mutually agreed upon virtual format.
Pupil Services	Structure for enrichment for staff in Pupil Services Department	<ul style="list-style-type: none"> ● Counselors will reach out to students daily to ask about course selections and/or doing social/emotional check-ins. This will be conducted using email, phone calls, and Google Meet. ● Counselors will put resources and enrichment activities for career development in the District google doc.

BIG SPRING HIGH SCHOOL

Topic	Description	Information
Learning Activities - Quantity	Number of activities provided to each student per week per “course”	<ul style="list-style-type: none"> ● Four enrichment and review activities per class, per week <ul style="list-style-type: none"> ○ Students are to choose 2 to complete. ● Two offline activities are also available to complete as a substitute to the online options
Learning Activities - Duration	Approximate time to complete the assignment	<ul style="list-style-type: none"> ● 20 minutes per activity
Access / Method(s) of Delivery	Delivery Platforms	<ul style="list-style-type: none"> ● Weekly, teachers complete the “Enrichment Planning Template” which reflects the online/offline opportunities for each course. ● This template, along with the associated PDFs are uploaded into the Teacher’s folder, which is located on each teacher page and can serve as a guiding resource for students / families. ● <u>Classroom Discussion</u> <ul style="list-style-type: none"> ○ Google Classroom <ul style="list-style-type: none"> ▪ Your student already has access to this location. This is the main platform for delivery. ○ BackChannel Discussion ● <u>Collaboration</u> <ul style="list-style-type: none"> ○ Flipgrid ○ Padlet ○ Slack ● <u>Connecting with Students</u> <ul style="list-style-type: none"> ○ Google Meet <ul style="list-style-type: none"> ▪ Links will be sent directly to students ○ Zoom ● <u>Formative Assessment</u>

		<ul style="list-style-type: none"> ○ Google Forms ○ Kahoot ○ Quizlets
Communication to Students / Families	Mode and Frequency	<ul style="list-style-type: none"> ● Enrichment and Review activities will be available by 8AM on Monday mornings. ● Teachers check and respond to emails at least one time in the morning and one time in the afternoon, each school day ● Students can access materials and communicate with their teachers through the defined tools listed above, including email. ● Parents can access the BSHS student activities by clicking here.
Office Hours	Mode and Frequency	<ul style="list-style-type: none"> ● Teachers provide office hours in scheduled blocks as indicated in the table linked here: WeeklyTeacher Office Hours <ul style="list-style-type: none"> ○ Teachers are available to students outside of these office hours as requested / agreed upon ● Biweekly Principal Office Hours
Student Support	Mode and Frequency	<ul style="list-style-type: none"> ● Teachers are connecting with the students in their Advisement groups via Google Meet. ● Counselors and Dean of students meet virtually or by calling individual students on their caseloads.
Special Education	Structure for enrichment for Special Education Teachers	<ul style="list-style-type: none"> ● Special Education teachers are expected to follow the same guidelines as their regular education peers. ● Special Education teachers will participate in planning meetings with their appropriate regular education content counterparts in order to assist with developing adaptations to regular education assignments as needed. ● Special education teachers who serve as teacher of record for individual or all subjects will follow the same guidelines as regular education teachers (i.e. 1 hour a week per subject of office hours via Google Meet).

		<ul style="list-style-type: none">● Special education teachers with itinerant only students will connect with those students a minimum of one time per week.● Annual IEP meetings will continue to be conducted in a mutually agreed upon virtual format.
Pupil Services	Structure for enrichment for staff in Pupil Services Department	<ul style="list-style-type: none">● Counselors will engage in regular contact with students on their caseload● Counselors will meet virtually or by calling individual students on their caseloads

K-12 Pupil Services

Topic	Description	Information
Pupil Services	Structure for enrichment for staff in Pupil Services Department	<ul style="list-style-type: none">● School Psychologists: Will continue to complete Evaluation/Re-evaluation reports, participation in meetings as necessary.● Home School Visitor: Will focus on supporting families in need of assistance. Also will provide support for the school meal program.● Certified School Nurses – Will provide health related updates to staff and families. Nurses will also update student records and conducting screenings as needed.● English Language Teacher – Will provide enrichment activities and sends them to staff who work with students on her caseload. EL teacher will also consult with staff about appropriate adaptations.● Deaf and Hard of Hearing Teacher - The teacher will consult with staff who work with students on her caseload in order to ensure that enrichment activities are fully accessible to students with hearing impairments. The DHH teacher will also check in regularly with her students to ensure hearing aids are in working order and the student knows how to access digital materials. The teacher will continue to support consortium students on her caseload by following Continuity of education plans in place in those Districts. Annual IEP meetings will continue to be conducted in a mutually agreed upon virtual format.

Requesting Printed Copies of Materials:

Big Spring families who would like to request printed copies of enrichment materials may do so [HERE. \(https://forms.gle/RDcwodDtKFLXKUE4A\)](https://forms.gle/RDcwodDtKFLXKUE4A)

You may also call 717-776-2465 or email your request to EverAlwaysStrong@bigspring.k12.pa.us.

All requests should include student name, grade, and a point of contact name and phone number for the request.

Technology Support:

During the Campus Closure the Big Spring Technology Department has set up a process for families to drop off and pick up student devices that require repairs or troubleshooting.

You may drop off devices at the District Office between 8 AM and 3 PM Monday through Friday. Someone from the Technology Department will call to let you know when the device is ready for pickup. The turnaround time will be approximately 2 to 3 days.

All drop offs should include student name, grade, and a detailed explanation of the problem. Please also include contact name and phone number to receive a call back. Forms to provide this information will be available at the drop off table.

Please email EverAlwaysStrong@bigspring.k12.pa.us or call 717-776-2465 if you have any questions.

Meal Support:

Also, during the campus closure, the Food Services staff continue to offer two meals per school day to each individual 18 years and younger in your home. [Click here](#) to fill out the reservation form to pick up student meals on the next pick up date. You may also reserve via phone at 717-776-2000 between 10-11AM on Fridays

We must receive your request no later than Noon on Saturdays in order to have the meals ready for you. See the table below for the process.

Order By:	Pick Up By:	Meals Included (Breakfast and Lunch)
Saturdays at Noon	Mondays between 10-Noon	Tuesday - Monday

The pickup location for all meals has been established as Big Spring High School.

County or Statewide Closure:

Should a county-wide or statewide closure be instituted, elements of this plan will need to be modified. If that happens, additional communication regarding those plan adjustments will be posted to the District website and appropriate communications will be generated through Blackboard Connect.

Questions:

For all other questions or additional support, feel free to call the District Office main phone line at 717-776-2000.

Ever, Always Strong!