**Continuity of Education Plan**

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| School District | Berlin Brothersvalley School District |
| Superintendent | Dr. David F. Reeder |
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| Website | www.bbsd.com |

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| Goal of Plan |
| The goal of the plan is to provide students with the educational foundation they need to transition to the next grade, content level and/or graduate by the end of the school year. |

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| Overview of Plan |
| The plan for the Berlin Brothersvalley School District is the utilization of “Planned Instruction” as defined by the Pennsylvania Department of Education (PDE). In this format, teachers plan lessons which address standards for learning in each grade level and content area. In addition, the district will provide enrichment and review materials to enhance as well as maintain student knowledge and skills. The district was approved for Flexible Instruction Days (FIDs) at the beginning of the school year which is now the platform through which planned instruction is delivered. This distance learning process includes online as well as hard copy learning materials. The district recognizes that every home is different in terms of resources, time, and the ability to assist students with their work. Teachers will communicate with families and work to differentiate the teaching/learning process based on their knowledge of students and families. |

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| Expectations for Teaching and Learning |
| Teachers  Teachers will create lessons based on content standards which will provide the foundation necessary to succeed at the next grade level or graduate from BBHS. It is expected that teachers will communicate with students/families regularly through a variety of communication tools. Teachers will provide feedback to students and grades will be assigned to work completed. Teachers will assign a grade for marking period four based on their assessment of student performance. Grade determination will focus on effort and engagement by students.  Students  Students will complete and submit work assigned as defined by each teacher. Students will engage in the learning process and communicate as needed with their teachers. |

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| Communication Tools and Strategies |
| The delivery of lessons will depend on the technology available to students. Students in grades 9-12 have Chromebooks which provide an ideal platform for online learning. Students in grades Kindergarten through eighth grade will have a mix of online and hard copy instructional materials.  Teachers and administrators will utilize methods of communication and learning strategies including but not limited to: Individual phone calls, texting apps, Google Classroom, teacher web pages, virtual class meetings, district website, Zoom, Canvas, Class Dojo, Remind, Exact Path, Study Island as well as other local programs and apps. |

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| Access (Devices, Platforms, Handouts) |
| All students in grades 9-12 have been provided a district-issued Chromebook. It is estimated that 90% of our high school households have internet access. Opportunities for affordable Internet access for eligible families have been communicated. Students lacking Internet access will be provided hard-copy assignments. Many students have technology in their homes and are able to access the district website for resources. All students in grades 7-12 have a district Gmail account to facilitate communication. |

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| Staff General Expectations |
| Staff will prepare instructional materials for either electronic or hard-copy distribution. Staff will check emails regularly and respond as needed in a timely manner. Staff will make a personal connection with every student at least once per week. Teachers will maintain a contact log with each student/family utilizing either EdInsight or another format to document communication. Staff will provide IEP input, participate in meetings such as Zoom faculty meetings, IEP meetings, GIEP meetings, 504 meetings, professional development sessions, team and content/grade level meetings as needed. |

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| Student Expectations |
| Students are expected to complete and submit work assigned by instructors and communicate with instructors on a regular basis using the processes identified by their teachers. |

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| Attendance / Accountability |
| Accountability for student participation will be documented through communication logs maintained by teachers and completed assignments. |

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| Good Faith Efforts for Access and Equity for All Students |
| All 7-12 learners have access to an electronic email system and all students have access to the district website. The website provides access to teacher webpages which provides information regarding each teachers instructional process. Some of our learners do not have access to electronic devices and/or internet/wifi service. Paper packets and activities will be provided as well as pickup and drop-off times/locations to facilitate access to instructional materials.  All students in grades 9-12 have been provided a district-issued Chromebook. It is estimated that 90% of our high school households have internet access. Opportunities for affordable Internet access for eligible families have been communicated. Students lacking Internet access will be provided hard-copy assignments.  School Messenger is used to call all households in the district to provide information and updates. |

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| Special Education Supports |
| All instructional packets were reviewed by special education teachers (learning support, emotional support, autistic support, hearing support, etc.) to ensure all modifications and accommodations were provided.  Special education teachers, including speech support, have contacted each student on their caseload to ensure understanding of material and to provide support.  Related service providers (physical therapy, occupational therapy, social work, etc.) have, or are in the process of, contacting parents/students to set up services.  Individualized Education Plan (IEP) meetings continue to be held via phone conference. Parents have been notified and will be called to participate.  Special education teachers and related service providers will continue to report on students’ goals. Data for the progress reports may not be collected in the same manner as typically collected. The IEP team will work collaboratively to monitor progress through parent/guardian communication and practices of observations and documentation remotely. |

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| EL Supports |
| N/A – No identified EL students currently in the school district. As a member of the IU8 ESL consortium, BBSD will receive assessment services, technical assistance, staff development, curriculum development, and other ESL services as requested. |

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| Gifted Education |
| GIEP goals will continue to be addressed through enrichment activities provided by teachers. In addition, GIEP meetings will continue uninterrupted throughout the remainder of the school year. |

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| Building/Grade Level Contacts |
| Central Office: Dr. David F. Reeder, Superintendent  K-8 Principal: Mr. Martin Mudry  9-12 Principal: Mr. Brian Thompson  Special Education Supervisor: Ms. Maria Murphy |

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| Resource Links |
| District Website: [www.bbsd.com](http://www.bbsd.com) |