Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.

We will continue using eLearning, Zoom, Canvas, Newsela, Apps, websites, making phone calls, and providing paper and pencil assignments as well. Within Canvas, all staff and students are in classes and groups with their homeroom, special area, special needs, EL, speech, Rti, counselor, or other support staff teachers. These staff members communicate to their students in these platforms individually, in small groups, as whole classes or even with grade levels. Early childhood special educators provide continuous learning assignments/activities aligned with the curriculum and student IEP goals in 5 minute segments, with a total of 30 minutes per day, per IDOE Continuous Learning Guidance. Special educators for grades K-12 collaborate with classroom teachers for lesson planning and execution, to facilitate as much integration as appropriate, and maintain overall instruction times for each grade level without overloading the students. Separate, direct specialized instruction focuses on essential skills, and is limited either to one time per week for more minutes, or more times per week for less minutes each session. Additional apps used by special educators include Remind, SeeSaw, self-made as well as stock YouTube lessons (provided to students via a private YouTube channel), as well as instructional tools such as Lexia, Power Up!, MobyMax, TeachTown (for social skills reinforcement), etc.

2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

We utilize school messengers, email, school newsletters, telephone calls, and video messages, You Tube, Twitter and Facebook for students and families (including translations and interpretations for our EL families). We utilize email, Zoom meetings, in-person meetings for groups of 10 or less for staff. On our district web page below the welcome from the superintendent, there are several links to information for our parents, including the elearning calendar for the remainder of the school year, Continuous Learning Plan for 2020, FAQ’s, feeding programs, and special needs services. Special educators are scheduling set times for meeting with the parents of their students on a regular basis to touch base on student progress.
in Continuous Learning, find out what needs adjusting, what isn’t working, and how to better support the student and parent. Parents will be offered the opportunity to reconvene the CCC to revise IEP.
https://www.eacs.k12.in.us/

3. **Describe student access to academic instruction, resources, and supports during continuous learning.**

Our district is 1:1 with ipads and almost every student takes them home for learning. Students have access to Canvas, online textbooks, elearning assignments, and the ability to email teachers. Some teachers also utilize Zoom, Youtube, Showbie, or other learning platforms for lessons. We provide paper and pencil assignments for those who need accommodations, or who have limited or no access to the Internet. Students needing instructional materials provided in a more accessible format (i.e. Braille, large print, closed captioning, sign language interpreting, digital vs. print, etc.) are being assessed on a case by case basis to ensure that the Continuous Learning format does not create unforeseen barriers to student access, and to facilitate equitable access.

In grades K-6, students are participating in weekly art, pe, and music lessons with their special area teachers.

Our support staff are providing lessons to classroom teachers to integrate into their weekly lessons (Examples include reading lessons from Rti teachers, SEL read alouds from counselors or Behavior specialists, EL teacher supports for vocab instruction, special educators collaborating with classroom teachers to integrate their skills into the overall lesson time as much as appropriate). Special educators are utilizing IDOE accommodations guidance documents to determine whether student IEPs need to be revised to reflect a change in accommodations during Continuous Learning. Staff also refer to PATINS for suggestions and support in ensuring student access to the instruction, etc.

Secondary students are given directives to read a minimum of 20 minutes per day. This requirement will increase based on teacher directives. They can choose from Newsela, online or newspaper articles, audio books, or other assignments. There are discussions over assigned reading topics via zoom, blogs, or other platforms. Students are also expected to respond in writing to open ended questions, journaling, essays etc. across the curriculum. Secondary students are engaging in meaningful math discourse. Teachers have been using Visible Learning Strategies in classrooms and this is a continuation of those skills via elearning. Teachers and tutors are readily available to assist students and answer questions. Online homework sites are made available to students and parents. Social Studies teachers are utilizing current events including COVID-19 regulations and how it impacts the Constitution and state and local laws by having online discussions and giving students research assignments in addition to standard class work expectations. All teachers are interacting with students weekly. First period or homeroom teachers are doing wellness checks with students as well.

Our SEL coaches are providing up to 3 posts per week via Facebook/Twitter regarding tips for mental well-being. They are also providing links to Webinars, training series and other resources for teachers to utilize regarding resilience and other topics. SEL coaches also
provided links to sites for parents in order to help them work with children during these challenging times. Resources such as, How to Talk To Kids About Coronavirus and SEL lessons for elearning have also been provided for teachers. Several secondary schools have provided fun activities for students to participate in to help relieve anxiety and stress. (Scavenger hunts, spirit days, contests, etc.) Bowen Mental Health Center is offering prepaid/free sessions to our students via telephone appointments. This information has been shared with our families and staff. Also, an overwhelming number of staff members create videos sharing how much they love and miss our students. They also encourage them to stay strong and continue to complete their eLearning assignments.

4. **What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.**

Ipads, laptops, webcams, Canvas, Zoom, Google Talk, Google Classroom, Google Docs, Apps (Remind, SeeSaw, Epic, Boom Learning, Prizmo Go etc.) Technology and Instructional Coaches, Google Drive, instructional tools (Lexia, Power Up!, MobyMax, TeachTown, etc.) Administrator assistance and Smekens resources.

We also have a small supply of wifis to be given out on a needed basis for those who do not have wifi. Secondary counselors and registrars have been given laptops to work from home. Counselors and administrators are checking with students who are not completing elearning assignments on a daily or weekly basis.

We have supplied parents with a list of free internet providers if they need this access at home.

5. **Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**

Packing and distributing over 50,250 breakfasts and lunches to families every Tuesday
Paras contact students
Attendance is taken based on work completed
Videos on YouTube and Facebook
Language Interpreters and Translators used to make contact with families and are available at food pick up sites as well
Our district HELP desk
Counselor contacts via phone, youtube, zoom, or messaging apps
Special educators are meeting with parents on regularly scheduled, mutually agreed upon dates/times via Zoom or telephone to consult with the parent(s) on student progress and needed adjustments, offer reconvene of CCC to make IEP revisions, etc.
Phone calls made by various staff members (administrators, teachers, paras, etc.)
6. Describe your method for providing timely and meaningful academic feedback to students.

Grading assignments in a timely manner (grace is given for any and all late work)  
Monitor elearning assignments daily  
Zoom meeting check-ins  
Discussion boards  
Telephone calls, emails, messaging apps  
Updated Grades available every Tuesday  
Weekly deadlines for assignments  
Review of student-made videos (depicting students performing a designated skill, etc.) by the special educator, who then provides feedback via Canvas, Zoom, email or phone.  
Administrators and counselors are checking on 12th grade students on a regular basis. Their progress is also being monitored and addressed by classroom teachers.

Section Two: Achievement and Attendance

7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.

Students are continuing their work in courses that they were enrolled in as of March 19th via elearning and Edgenuity. Teachers are grading assignments in a timely manner and recording grades. Parents and students have an opportunity to view grades every Tuesday via email. Counselors check every senior to make sure they are on track for graduation. Those students who are credit deficient have been given access to complete courses via Edgenuity. Administrators and counselors are also monitoring coursework and grades on a weekly basis. Students who attend East Allen University are enrolled in college courses with VU in addition to their high school courses with the district. The teachers, counselor, principal, and our onsite VU administrator are monitoring the progress of their students in the VU and East Allen classes. Our students who attend our regional vocational school (Anthis) and our Automation and Robotics program are also doing assignments in order to meet their certification as well as earning grades in the courses. Students enrolled at our Alternative School work on Edgenuity during the regular school year with classroom teacher instruction as well. They are continuing their work on Edgenuity and teachers are monitoring their progress and assigning grades for completed work. Students in grades 9-12 will be receiving grades and awarded credit for meeting the requirements of the course. Students enrolled in dual credit classes are working with the college and their high school teacher. Our Fine Arts teachers are giving assignments that involve physical activity, singing, playing instruments, cooking, art work etc. Credits will be given for completion of those courses. We have junior high students who are enrolled in high school classes. They will also receive credit for completing the course.
8. Describe your attendance policy for continuous learning.

All assignments are due the following week at 4 pm to track attendance of participation from the week prior. However, grace is given for late work that has been completed and turned in. Teachers also track by participation in zoom meetings, elearning or student logins to different programs; returning paper packets; contacting parents by email, telephone, app messaging, school messengers, and in-person during our food distribution.

9. Describe your long-term goals to address skill gaps for the remainder of the school year.

Integrate various types of curriculum
Ongoing feedback from teachers
Addressing the critical standards based on earlier formative assessments, focus on those still needing mastery or deeper learning
Possible summer programming or after school programming
Case Conference Committees will consider the need for ESY (most likely under the Special Circumstance rationale) on a case by case basis, to address any gaps that may results from inherent limitations of remote learning format for teaching and monitoring certain skills (i.e. some behavior or social skills goals may be more difficult to teach/monitor given the nature of remote learning, and may need to be offered as ESY.)
Many teachers plan to stay in contact with their students over the summer since many will still have their iPads.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our building principals, along with their instructional coach and tech coach, are working with staff in identified areas of focus to provide professional development in one or more of the following areas:
Smekens Online PD for teachers
Skyward training
Teachers sharing information with each other
Science of Happiness 101
SEL Webinars and other resources
Visible Learning PD
Individualized technology support/training
Special education professional development has/is being offered in use of Zoom (provided at the start of the eLearning), as well as an overview and discussion re: the plan for extended eLearning (‘Continuous Learning’), provided via Zoom meetings. School psychologists and speech therapists receive ongoing professional development in the area of evaluating students remotely, provided via Zoom. Several training modules pertaining to issues of special education are also posted on Canvas for any teacher to access.

Once you have completed this document, please complete this Jotform to share some additional data points and submit your Continuous Learning Plan link. Submission is required by April 17.