

CONTINUOUS LEARNING PLAN – UPDATED JULY 27, 2020

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

Instruction will be delivered through the following options: (1) on campus in classroom learning, (2) remote learning through the Google classroom platform for Kindergarten through Grade 12, and (3) remote learning through the Apex Learning platform for Grade 6 through Grade 12. Assignments and lessons are posted through the Google website as well as videos, resources, and links to educational websites such as IXL and Readworks. Special education student populations have the same opportunities as other students. Teachers have set up their lessons on Google classroom, and they communicate specific learning options with their students through email, text messaging, and phone calls. High ability students receive instruction through their high ability teacher either in class or on the Google classroom. Specials teachers attach their lessons onto the Google classroom frameworks of the classroom teachers. Those students who lack the resources to access Google classroom are receiving assignments through alternative methods such as packets, email, text, and phone.

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

For students and families, the school district uses School Messenger to send out information and make announcements. These communications are made by phone and email. Administrators primarily communicate through email as well as making phone calls and sending text messages when appropriate. Teachers communicate with students and parents through the Google Classroom platform as well as through phone calls, text messaging, classroom notices/announcements, and email.

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

On campus students receive instruction, resources, and supports from their classroom teachers. Remote learners receive instruction through Google Classroom while using their own personal devices including home computers, laptop computers, and cell phones. Every student can access Google Classroom and email through their school issued Google email account. For students that do

not have technology access, learning packets are developed and distributed. Students and teachers communicate through the use of email, text, and phone. Teachers communicate, deliver instruction, and support students by using video conferencing through Zoom or Google Meet. Teachers are available from 8:00 am to 3:30 pm each school day to answer questions and provide support.

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

Teachers deliver instruction using the school issued laptops. We are not a 1:1 school, so students use their own equipment and devices. If a student does not have access to a device, the school will issue a Chromebook to each student in need.

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

All students, which include the on-campus learners and remote learners are in constant communication with the classroom teacher through the use of in-person meetings, phone calls, emails, text messaging, and classroom communication notices/announcements. Teachers also communicate with students and parents using video conferencing through Zoom and Google Meet. Teachers create a weekly report of student engagement and submit that to building administrators. These are submitted at the end of each week.

Describe your method for providing timely and meaningful academic feedback to students

On-campus learners will receive meaningful academic feedback daily from their classroom teachers. The primary platform for feedback and student communication for remote learners is Google Classroom. Students will receive immediate feedback through this website and comment as well. Teachers use email, phone calls, text messaging, and video conferencing to provide feedback. Teachers use their Harmony gradebooks setup to enter grades so students and parents can get real-time grade information through our school student management system.

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

Yes, the level of instruction that is necessary to give high school credit is being provided to students. This instruction is being continued through the on-campus instruction, the use of Google Classroom, learning packets for students that have technology access issues, and the Apex Learning platform. Teachers continue to work with and communicate with students through email, phone calls, text messaging, and video conferencing. The Jr/Sr High School continues to use our standard grading system (A, B, C, D, & F) and the Jr/Sr High is not going to offer Pass/Fail grades as an option.

Describe your attendance policy for continuous learning.

On-campus students are considered "present" when they attend school. Remote learners are considered "present" when they are engaged with the assigned activities. This is easily seen through Google classroom, but for students working "offline," they are considered present by completing the work.

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

Skill gaps will be determined by the teacher of the next grade. Teachers will spend more time reviewing the standards from the previous year to determine these potential gaps.

Skill gaps will be addressed through our formative assessment tool, NWEA. Due to the unique situation that we are in, it is very likely that there will need to be more time to address review of the students' skills, so it is very likely that future teachers will need to plan for time to help fill gaps that occurred during our elearning schedule.

Describe your professional development plan for continuous learning.

We incorporate ongoing remote learning professional development along with in-person professional development with all teachers and support staff. Teachers and support staff are encouraged to attend these professional developments

opportunities. We have building level meetings to address learning expectations and to answer questions on professional development.