



District or Charter School Name

South Spencer

Section One: Delivery of Learning

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

South Spencer is a 1:1 corporation for technology devices. Students will use those devices (K-2 Ipads and 3-12 Chromebooks) to receive virtual instruction and complete e-Learning lessons. Teachers will create and share lessons in Canvas and/or Google Classroom. Lessons include instructional videos created by teachers or curated from YouTube, Khan Academy, and similar sources. Students will also complete lessons, assignments, and assessments in various platforms like Canvas, IXL, Think Central, MobyMax, GoFormative, Kahoot, etc. Students without connectivity will be provided comparable paper/pencil lessons.

Special Students: Related services are being arranged on an individual basis between the therapist and the family. Each student who receives physical therapy and/or occupational therapy was provided an exercise program individualized to align to his/her therapy goal(s). These have been emailed, scanned, or sent via USPS. Some of the options that parents have selected are teletherapy (Zoom, Google Meet, Facetime, etc), Flipgrid, voice calls, text messages, and/or emails. Some families have requested regular occurring times for their child's services. Many of these services are taking place in the evenings when parents are home with the students or even on days that are considered to be waiver days. Therapy is being delivered in the form in which the family has requested. Therapists regularly verify and inform families of those who opted against direct services that teletherapy is available. Therapy service providers are required to log their specific services and consultations in the logging wizard within IIEP along with their therapy progress notes.

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

Students, families, and staff are given multiple opportunities to access the most up-to-date information through all calls, e-mails, personal phone calls, Google Meets, packets, Facebook posts, and district and schools' websites.

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

South Spencer School Corporation provides 1:1 technology with grades K-2 using iPads and grades 3-12 Chromebooks. Teachers will create and share lessons in Canvas and/or Google Classroom. Lessons include instructional videos created by teachers or curated from YouTube, Khan Academy, and similar sources. Students will also complete lessons, assignments, and assessments in various platforms like Canvas, IXL, Think Central, MobyMax, GoFormative, Kahoot, etc. Students without connectivity will be provided comparable paper/pencil lessons.

Learning packets are created for students without internet access. These are available for pick up and delivery as needed.

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

Staff members have access to Chromebooks as well as many digital tools like Screencastify, Visualizer, Canvas, Google Tools, GoFormative, online textbooks, etc to create engaging and effective digital lessons. Our K-2 students have iPads and our 3rd - 12th-grade students have Chromebooks which enable them to access those lessons.

Learning packets are created for students without internet access.

We also have an active plan in place that allows students and teachers to receive tech support for any devices that need repairs or troubleshooting.

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

Teachers are meeting virtually with groups of students and individual students to provide feedback on lessons through email, phone calls, and Google Meets. There has also been a focus on social-emotional health. All teachers are responsible for checking in weekly with a group of students to see how they are doing. All students are assigned to at least one staff member. Counselors and social workers are available to support students and/or families in need. Building Administrators communicate to our families via all calls, newsletters, email and phone calls. We are also connecting with our families during free lunch pick up and our elementary food pantries.

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

Teachers provide students with timely feedback in a variety of ways. Many digital platforms such as Canvas, Kahoot, GoFormative, etc. can provide immediate feedback on lessons or quizzes. Our LMS, Canvas, also allows teachers to grade assignments, provide comments, and “return” them to students digitally. Many of our teachers are also providing feedback during weekly face-to-face meetings through Google Meets.

Teachers’ “office hours” are 9:00-2:00 during eLearning days. During these hours and beyond, our teachers are contacting students through email and phone calls to provide students with feedback. They are also posting all grades in our SMS, Harmony, so that students and guardians have up-to-date access to grades.

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.

Yes, students are able to earn high school credits by completing eLearning lessons. These lessons are assigned, graded and documented by the teacher of each class. Multiple assignments are sent out to the students weekly and are being monitored by the building administrator for appropriate length and rigor. Almost all teachers are using Canvas as the platform for communicating with their students.

8. Describe your attendance policy for continuous learning.

Attendance is based on completion of eLearning work posted each day, and/or completion of packet work. Students must complete a majority of the work for each day to be considered a full day present.

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

Although it is inevitable that we will incur some gaps in skills as a result of our current situation, our schools are working purposefully to keep those gaps as narrow as possible by providing authentic, timely lessons to students with and without connectivity capabilities. Our special education department continues to work diligently to not only provide services focused on students' individual goals, but to provide accommodations for their general education classes as well. If the situation allows, summer school opportunities will also provide time to focus on skill gaps.

Students will be assessed in each subject area at the beginning of the 20-21 school year to identify learning gaps. Structured remediation will be determined to support gaps in skills due to missed instruction during the COVID shutdown. Remediation will be done in groups or individually as needed.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

The Curriculum Director, teacher leaders, and technology team are available to provide ongoing training for teachers either individually or in teams to support the use of eLearning tools. As needed, teachers are provided examples, directions, and/or video tutorials to support their understanding of our LMS and other digital tools. When new needs arise, digital tools are researched, vetted, and shared out to meet those new needs.

We have three days of PD planned for all teachers for STEM/CSS training during the months of April and May. Teachers K-12 will also participate in curriculum mapping activities for their subject area(s).

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.