



District or Charter School Name

Carroll Consolidated School Corporation 0750

Section One: Delivery of Learning

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

Continuous Learning Opportunities are delivered through eLearning utilizing chromebooks and iPads in grades K-12. Students who have difficulty with internet connections are given the option of completing physical paper packets prepared by teachers. This delivery method began Tuesday, March 14, 2020 and will continue through Thursday, May 7, 2020. During this time period, students will be engaged through eLearning 3 to 4 days per week.

For students with special needs, TOR's are providing virtual lessons to meet the needs of the student's IEP. Lessons are being done one on one, in small group settings, and with paper packets. TOR's are checking in on e-learning days with students and families with concerns or celebrations. TOR's are ensuring the IEP is followed, accommodations are provided, and goals are being monitored. TOR's are checking in with classroom teachers weekly.

Speech, OT, and PT services are being given through packets, phone calls, and virtual sessions.

Everything that is being provided is being documented by the TOR, will be uploaded to IIEP, and a paper copy will be placed in students' file in the special education office.

Any accommodations in IEP or 504 plans will be utilized to the greatest extent possible.

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

The district communicates expectations for continuous learning for all stakeholders via the district Website, Messenger (phone), Twitter, and email.

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

Students access instruction through 1:1 devices. Teachers place lessons online prior to 9:00 am each day and are available for support 9:00 am - 3:00 pm each eLearning day via phone or email. Students without internet access will have paper-pencil packets prepared for them. Designated pick-up and drop-off times at multiple sites have been established.

Students with special education services are being monitored by their Teacher of Records. Teacher of Records are providing direct instruction as well as office hours for student help sessions and parent questions. Special education support staff are available for help sessions and assignment monitoring. Speech and language therapy, occupational therapy and physical therapy are being provided by their therapist based on IEP services to students along with parent support. Students who do not have internet access have been contacted by their teachers and have received packets to work on. Students with special education services may be using learning packets if the teacher of record, general education teacher and parent feel learning packets are a more meaningful method of instruction.

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

- 1:1 Devices (Chromebooks and iPads) K-12
- Google Classroom
- IT Tech Support (ongoing)
- Teachers are utilizing a variety of resources to connect with students including Google Docs, Google Sheets, Google Slides, and Zoom.

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

Educators have been given access to Zoom to hold conferences with students. They have been and will continue to communicate through email, phone, and Google Classroom with students/families.

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

Student work is due the Friday eLearning assignments are assigned. Work will be dropped off by families and placed in teachers' classrooms for them to access for grading purposes. Teachers will enter grades weekly into Harmony for parents and students to monitor their progress. If students are not turning in assignments, teachers/principals will contact the student/student's parents to find out why and assist them in making up assignments. Students will submit their final assignments by Monday, May 11, 2020. Students with IEPs or

Section 504 plans that have extended learning time in their plans will return all work by Friday, May 15, 2020. Final grades will be due by May 26, 2020.

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 have assignments 3 or 4 days a week depending on the week in compliance with the 160 instructional day requirement. Each of their classes meet on each of these days. All students in grades 9-12 and a few eighth grade classes that are for high school credit, are working towards graduation. Students must attend classes these designated eLearning days to complete coursework for credit.

8. Describe your attendance policy for continuous learning.

Elementary: Students are counted in attendance upon completion of eLearning assignments for that day. Students are counted as absent if the assignments are not turned in.

Junior/Senior High School: Students are required to login electronically to report their attendance. Failure to login counts as an absence for the day.

Timelines may be adjusted based on a student's individualized educational plan, 504, or RTI plan.

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

Elementary:

- Teachers will check in weekly to determine student academic and emotional needs.
- Students who were candidates for retention will be retained.
- Student data will be gathered in the fall to determine specific gaps. Teachers will then adjust lesson planning to meet those needs per grade level.

Middle/High School:

- Teachers will check in weekly to determine student academic and emotional needs.
 - Progress monitoring will be utilized.
 - Core subjects will be required to review the first few weeks of school in the fall.
-
-

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Carroll Consolidated School Corporation provides quality professional development opportunities throughout the school year. Staff has numerous opportunities for professional development through conferences, web-based instruction, and with experts in a variety of disciplines. The district provides staff comprehensive professional development in the areas of curriculum, instruction, and student learning styles.

COVID-19 has altered the avenues in which professional development is now being handled. Our IT administrators have provided PD opportunities for staff to learn additional technology and communication resources through instructional videos and phone support. Specifically, our staff has learned to utilize Zoom for virtual conferences and instructional delivery during this extended time of eLearning.

Additionally, online training videos that address the health and safety of students and staff will be assigned as time permits.

Carroll Schools have been invested in eLearning for several years now. Teachers are collaborating and providing professional development to one another by exploring and sharing new methods and enhanced strategies of instructional delivery to students.

Teachers are encouraged to attend Virtual Conferences for training in areas such as Advanced Placement and Project Lead the Way.

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.