District or Charter School Continuous Learning Plan

District or Charter School Name	Bartholomew Consolidated School Corp. 0365

Section One: Delivery of Learning

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

> eLearning is being delivered for students in grades 1 - 12, including all special student populations, through itslearning, our LMS.
>
> With Universal Design for Learning (UDL) as our district instructional framework, pre-K to 12, our teachers are adept at addressing student variability and overcoming barriers to learning so that all students have access to the curriculum, instruction and assessment practices. eLearning lessons provide students with options in learning materials and learning assignments, including no tech, low tech, and high tech. Our school buildings also distributed physical textbooks, novels, and paper materials for students on materials pick-up days before eLearning began to better support students with varying internet speeds. For instance, a teacher may include the following options in learning resources for students: read a physical textbook, read an article, or watch a video. Similarly, students have options in how to showcase their understanding. Depending on the lesson goal, students can showcase their understanding by submitting a picture, creating a 3D model with household materials, sharing a video, or writing a response. With options provided in the learning environment, students have multiple pathways to participate and reach learning objectives. Our learning management system coupled with our Google for Education productivity tools ensure our staff have the means to create these options for students as well as equip our students with the resources to show their mastery of concepts.
>
> Our district is one to one in grades 1 to 12.

eLearning is being delivered on Tuesdays, Wednesdays and Thursdays with Mondays and Fridays being waiver days for faculty meetings, professional development, lesson planning, assessing student work and providing feedback.

Kindergarten students are being provided learning packets from their teachers. Kindergarten teachers are also connecting with students and families via phone and conference calls.

ELL teachers are continuing their efforts to collaborate with classroom teachers to ensure assignments are accessible for ELLs at different levels of English proficiency. ELL Teachers are also in regular communication with their ELLs on an individual basis to help them continue their oral language practice as well as provide them with creative ways to practice their language skills at home. Additionally, Parent Engagement Interpreters are communicating eLearning expectations to parents and coordinating support as needed.

Special education teachers are in daily contact with students/parents. In addition, special education teachers are collaborating with general education teachers to assist in providing instruction and accommodations per each child's IEP. All special education staff have access to general education staff lesson materials, virtual courses, and tools. Specifically, special education teachers are providing individualized lesson checklists for students to help manage tasks and hosting video meetings with students to provide guidance as students work on lesson objectives. Special education staff such as occupational therapists and speech-language pathologists, for example, are also providing services to students through itslearning courses, paper materials delivered to students, and conversations via phone.

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

Communication to students, families and staff has been generated through the use of social media, local print media and local radio media. At this time (and since the first round of school closings was announced), 28 specific informational letters/statements/videos have been sent out at the district level.

Specific student expectations are communicated through our LMS, itslearning.

An eLearning Help Line has been established and communicated to students and their families. On the first day of eLearning, we received over 700 calls.   We have also provided a Spanish interpreter to help provide support to our ELL students and families.

Administrators have also asked our faculty to be intentional about incorporating social-emotional learning concepts and skills within their lessons or at the least be sure to check in on how students are feeling during this extended eLearning time.

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

Over 70 % of our students have adequate WiFi access at home. Another 20 % have some WiFi access at home. We estimate that 10% of our student population does not have adequate or any WiFi access at home.   For those students, we have distributed some WiFi hotspots and have ordered more with another 100 having recently arrived. We have had 194 requests for hotspots.

Also, we have expanded school WiFi access to exterior locations in building parking lots. Additionally, we are investigating bus access for WiFi.

We shared information to our families in need about affordable WiFi access through local internet providers.

Through our efforts, 97.5% of our grades 1-12 students have logged in and are participating through our LMS, itslearning.

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

1) Dell or HP Chromebooks for grades 1 - 8
2) Dell laptops for grades 9-12
3) Dell laptops for all faculty
4) G-Suite for student and teacher productivity
5) Google Meets for faculty meetings and meetings between administrators
6) Itslearning is our LMS for grades 1 - 12

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

Tuesdays, Wednesdays and Thursdays are used for eLearning with teachers having office hours from 9:00 a.m. to 3:00 p.m. Within our learning management system, itslearning, staff and students have the ability to message one another, host video conferences with the itslearning conference tool, and share links for Google Hangout Meet conferences. Administrators post videos of daily announcements within itslearning. Administrators also operate their school building social media outlets and utilize those outlets to share updates to families, post announcements, and connect with families. School counselors, special education staff, ELL staff, deans, and administrators also communicate with students and families via phone call.

On Monday and Friday waiver days, teachers are able to monitor student progress and engagement and plan for specific strategies for students in need. Itslearning, our LMS, is our primary way of communicating with students.

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

On Mondays and Fridays, teachers use our waiver days to monitor student progress and engagement and plan for specific strategies for students in need while also providing feedback to all students.

Classroom teachers and instructional support staff have the ability to both monitor and guide student goals and assignments as students progress in their academic work. On eLearning days (Tuesdays, Wednesdays, Thursdays), staff interact with students through the learning management system's messaging feature and provide feedback on work students submit throughout the eLearning lessons. Advanced reporting features within the learning management system, itslearning, provide staff insight into student performance, logins, and guide the planning for additional connections between staff and students. These connections are made via Zoom, Google Hangouts, phone calls, and even some home visits where social distancing is practiced.

These academic "check ins" are also time that staff can check on the social and emotional well being of their students.

On Fridays, staff update scores for all eLearning activities for the week and individual connections to provide additional feedback for students.

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.**

> All courses, including credit bearing ones, are being delivered through our LMS, itslearning. This includes our high school courses that are offered in our middle schools.
> Career and Technical Education (CTE) courses are modifying how students can demonstrate mastery of skills depending on the course. Virtual simulations are being used as much as possible for these demonstrations of learning.

8. **Describe your attendance policy for continuous learning.**

> We are monitoring attendance by log-on data and assignment completion data.
> School counselors are working with teachers and following up with students who aren't logging in or completing assigned work.

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

    With the pressure of testing being removed from teachers and students, teachers are able to focus more on what concepts, skills and habits of mind are needed for that next step in the student's learning journey, whether it be the next grade level, post-secondary work or career work.

    With Universal Design for Learning (UDL) as our instructional framework, pre-K to 12, our teachers are adept at addressing student variability and overcoming barriers to learning. Our professional development for eLearning has focused on applying the practice of UDL into eLearning strategies and, while we cannot guarantee that each of our teachers has mastered this learning framework, a great many of them have and are implementing effectively.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

eLearning professional development has been regularly occurring in our district for five years. eLearning was used in Spring 2018 for three consecutive days during flooding in our county.

Professional development opportunities are offered on a regular basis for eLearning training in synchronous and asynchronous format.

Our administrators, coaches, and facilitators are meeting virtually and providing a range of services from a simple "check in" to a more intentional approach (ie. tech tips, engagement strategies, online resources.). These are then shared throughout the district to continue alignment and support.

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.