



District or Charter School Name

River Forest Community School Corporation

Section One: Delivery of Learning

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

RFCSC has delivered continuous learning in a variety of ways for ALL student populations. All students with access and devices receive instruction via eLearning using the district approved template. Each day contains direct video instruction from the classroom teacher, morning announcements from the principal, along with online and hands-on activities to complete at home. Teachers have been instructed to film an introduction video or mini-lesson of themselves so the students still feel connected to the school and principals have continued to encourage a focus on high priority standards and quality instruction at each grade level.

Students without access are provided with pencil/paper instruction and assignments congruent to the online content. Assessment of pencil/paper work is done via photographs of completed work provided to teachers or calls with students to respond orally. All teachers are calling families to check in and discuss student progress.

Chromebooks have been loaned out to families in need.

- **EL Students**

- General classroom assignments posted online or provided pencil/paper
- Telephone communication w/ Title III staff, classroom

teacher, paraprofessionals for support on general classroom assignments-- contact logs maintained by all.

- Language development resources provided online or via mail--recorded on contact log.
- Daily collaboration among Title III staff and gen ed teachers via email, telephone, or video conference.
- Newcomers provided with language development via Rosetta Stone and pencil/paper assignments planned via collaboration w/ classroom teacher and Title III staff.

- **Title I, Rtl, and Dyslexia Screener Identified Intervention**

- Teachers provide continuation of interventions used during school via video, teleconference, and pencil paper activities.
- These supplemental intervention activities are included in the classroom teacher's daily eLearning template.
- Progress monitoring is measured via online assessment (google forms, etc.), 1:1 telephone or teleconference, or photos of completed work.

- **Special Education- Resource**

- LRE teacher provides differentiated online lessons for direct instruction groups daily in Reading and Math.
- LRE teacher provides pencil/paper work for students without access- assessment completed via photograph of completed work or communication w/ student to provide alternate response medium.
- LRE teacher contacts students via video conference or telephone to check for understanding and to provide support completing lesson- Teacher maintains contact log.
- Teachers have the list of "remote accommodations".

- **Special Education- Intense**

- Teachers provide daily online lessons differentiated based upon student goals.
- Teachers provide pencil/paper instruction and assignments for students without access- differentiated based upon

student goals.

- Teachers phone or video conference with families multiple times weekly to support home instruction--contact log maintained.
- Teachers have the list of “remote accommodations”.

- **Social Emotional Needs**

- Weekly Second Steps SEL lessons provided by paraprofessionals.
- ESSA paraprofessionals make daily positive calls to students- each assigned 4 teachers--contact logs maintained.
 - Help with eLearning lessons
 - Just checking in
 - Offering support and services the family may need
 - Maintain connections with ALL students during crisis

Additional notes for special needs students include: Teachers providing support by collaborating with general education students to insure the appropriate accommodations and modifications are being implemented. Providing individualized accommodations based on the accommodations required in the IEP, providing direct instructions via Zoom, Google meet, recorded lessons that are posted in Google Classroom, You Tube videos or videos posted on class Dojo. Special education teachers attempt to make contact with each of their students or their families daily via text, phone or email.

Related service providers (i.e. OT, PT) either post lessons in a Google Classroom, email video instruction to families or call families to answer any question and assist with implementation of skills.

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

Students

- Class Dojo messages.
 - Class Tag.
 - Remind.
 - Zoom meetings.
 - Phone calls from classroom teachers, paraprofessionals, Title I staff, Title III staff, principals.
 - Daily Morning Announcements.
 - Written communication via mail.
 - Google classroom chat.
 - Daily calls (for about 20% of classes).
- Weekly "all call" to parents/families/students.
- Social media where appropriate.

Families

- Scheduled weekly phone calls
 - Webpage- Daily Morning Announcements, Learning at Home Tip of the Day, Live Feed announcements, etc.
 - Written communication mailed home.
 - Dojo messages and calls from classroom teachers.
 - Phone calls from classroom teachers, paraprofessionals, Title I staff, Title III staff, principal.
 - Social media where appropriate.
- School Messenger phone and e-mail.
- Direct e-mail to parents.
- Teachers conducted Parent/Teacher conferences from the 3rd quarter and documented that on a uniform P/T Conference Documentation Form.

Staff

- 2-3x weekly Zoom meetings.
- SFS observation feedback.
- Daily email, phone, or Zoom conferences where needed.
- eLearning expectations document developed by Technology Team.
- Daily time sheet record notes w/ feedback from principal to teachers.
- Google Hangout meeting with the entire district special ed staff as well as small group meetings.
- Google classroom meetings.
- Texts.
- Daily check-in/out & summary document.
- Written feedback on a daily basis.
- Video conference/Facetime when needed...

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

- 3x weekly online eLearning
- pencil/paper activities which are congruent to online learning content
- Communication through Class Dojo, phone calls, or teleconferencing
- Special Education, Title I, Title III, and ESSA paraprofessional phone contacts
- Teacher email or Google Classroom chat
- staff google voice
- Zoom and google hangouts.
- discussion boards
- e-library cards for checking out books from the Public Libraries
- Phone calls to parents/students to describe the work, or assess

understanding through conversation

- Chromebooks were loaned to hundreds of students.

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

- Google Classroom
- Study Island
- Benchmark Literacy
- ALEKS Math
- My Math- online components
- Flipgrid
- Loom, Screencastify
- Legends of Learning
- Read Works

· Epic

· BrainPop

· Renaissance

· Moby Max

· Learning A to Z

· USA Test Prep

· Exact Path

· Read Theory

- Staff use Chromebooks provided by the district, students and staff use Google Classroom,
- Hundreds of Chromebooks were made available to students in need as loaners.

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

eLearning instructional hours are from 9-2 every posted e-learning day. Teachers are on call during these hours, though most go above and beyond continuing to connect with students whenever contacted.

Students without access (and who have chosen not to accept a loaner Chromebook) are provided with pencil/paper instruction and assignments congruent to the online content. Assessment of pencil/paper work is done via photographs of completed work provided to teachers or calls with students to respond orally.

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

As mentioned above, eLearning instructional hours are from 9-2 every posted eLearning day. Teachers are on call during these hours, though most go above and beyond continuing to connect with students whenever contacted. All schools will continue formative assessment of Indiana Standards throughout distance learning via submitted online work, 1:1 oral assessment via phone or teleconference, and photos of completed pencil/paper work. Skill gaps which are uncovered by these assessments will be addressed through online instructional activities and/or pencil/paper activities/re-teaching during the remainder of eLearning for the 2019/2020 school year.

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.

Curriculum and instruction is delivered via Google Classroom and paper packets. Students will have to earn points and/or demonstrate proficiency to earn both a grade and credit. Our belief is that students should not earn a lower grade in the 4th quarter from the 3rd as a result of circumstances beyond their control. With that being said, students need to meet us 1/2 way to allow this belief to fully come to fruition which comes to establishing proficiency. This is true for both seniors and underclassmen.

8. Describe your attendance policy for continuous learning.

As stated in River Forest eLearning Teacher Expectations:

“Teachers are to review & enter attendance into Harmony on the 4th school day after the eLearning day.”

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

All schools will continue formative assessment of Indiana Standards throughout distance learning via submitted online work, 1:1 oral assessment via phone or teleconference, and photos of completed pencil/paper work. Skill gaps which are uncovered by these assessments will be addressed through online instructional activities and/or pencil/paper activities/re-teaching during the remainder of eLearning for the 2019/2020 school year.

Moving forward, teachers at every grade level will revise curriculum maps for the fall to include review or initial instruction of any standards from the previous grade level that show a low level of mastery. This will be completed via a series of PLCs including:

- Grade level teams identifying skills missed or lacking rigor for the final grading period of the 2019/2020 SY
- Vertical articulation with grade levels above/below to identify what must be covered in preparation for the introduction of the new grade level content
- Leveraging of “Focus Group” time at the outset of our return to school to systematically assess and remediate skills from the previous grade level that may be lacking

The district will work to offer teachers time during the summer to collaborate to adjust curriculum maps for the upcoming year. There is a need to allow for vertical planning to better address any possible skill gaps.

Special education teachers will continue to focus on IEP goals along with classroom work to assist students in working toward their individual

needs. Inherent in this effort is collaboration with general education staff, paraprofessionals, as well as parents.

Title I teachers are using a couple prescriptive programs that they are tailoring for the needs of our students based on the data from assessments. They have used Reading A-Z, Raz Kids, and Read Theory to prescribe specific lessons for students receiving Title services. Our EL paraprofessionals also assist teachers daily in calling and supporting students receiving EL services. LRE facilitators support students daily.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Weekly administrator council meetings are held (virtual). Schools conduct staff meetings 2-3 times weekly during the school closure (virtual). A section of each meeting is spent sharing new strategies and techniques being used in eLearning.

Teachers are provided with online professional development segments to complete each week covering a variety of topics including: literacy instruction, math instruction, technology, social/emotional learning, and stress management.

Furthermore, the district has utilized Safe Schools and Master Teacher for professional development for non-certified staff. Our technology department provides daily support to teachers with Google Classroom, Google Suite products (such as Forms), various online platforms, and troubleshooting access issues. In the future, RF plans to ensure teachers are proficient utilizing the Google platform by continuing professional development of Google Suite.

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.

