Section One: Delivery of Learning

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

Plainfield Community School Corporation has elected to offer learning opportunities for all students using in-person instruction for the 2020-2021 school year. Remote learning will be provided to students who choose to stay home due to Covid-19. E-learning plans have been developed in the event that a school or the school corporation must close as a result of the pandemic.

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

District and building level administrators meet regularly to plan for the return of students for the 2020-2021 school year. A plan is in place to move seamlessly between in-person learning and e-learning in the event of a school closure. Professional development will be provided to staff at the start of the school year in regards to these plans. Students will be trained on technology tools and expectations for e-learning early in the school year. As plans are developed, communication is shared with students, families, and staff via our messaging tools in regards to these plans.
3. Describe student access to academic instruction, resources, and supports during continuous learning.

PCSC is 1:1 at our middle school and high school. In addition, Chromebooks have been purchased to allow for 1:1 access at each of our elementary schools. Hotspots are being placed on the outside of several of our school buildings. Also, locations are being determined for hotspot access in other places in our community. These will be in-place at the start of the 2020-2021 school year.

All students will have full access to curriculum, instruction, and assessment during in-person learning. In the event that e-learning is necessary, the tools described above will allow for continued access.

In the event of e-learning, students will have access to academic instruction via video conferencing, phone conferencing, daily/weekly check-ins, daily office hours, use of Google Meet, Google Classroom, Schoology or similar applications, emails, and phone calls. Teachers deliver instruction, monitor progress, answer questions, provide feedback, and keep the lines of communication open. In addition, special education and ELL staff members will assist parents and students in accessing resources and interventions and supports that the student would have access to in the classroom setting: Success Maker, Khan Academy, Moby Max, Unique Learning Systems, Reading Eggs, Math Seeds, Lexia, Language Live, Schoology. ELL, special education services and speech therapy are provided through direct instruction and indirect supports. Occupational Therapy and Physical therapy
will be provided indirectly with activities/ideas for families to complete at home on their own.

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

- Teacher Chromebooks
- Student Chromebooks
- Google Hangouts/Meet
- Google Classrooms
- Schoology
- Canvas (specific programs)
- ParentSquare
- PowerSchool
- RenFlow360
- Envision Math
- MyView ELA
- BrainPop
- Discovery Education
- Success Maker
- Khan Academy
- Moby Max
- Unique Learning Systems
- Reading Eggs
- Math Seeds
- Lexia
- Language Live
- PLATO
- Learning.com
- Waterford
- Equatio
- Virtual Desktop to support PLTW and Computer Graphics courses (Autodesk, Adobe, etc.)
- Naviance
- Kami
- Screencastify
5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.

In the event of e-learning, educators, school counselors, and support staff are expected to connect with students and families daily. Specific e-learning schedules and expectations have been developed and will be communicated to students and families at the start of the school year. During e-learning, teachers and counselors are expected to contact students/families to provide instruction, check for understanding, and to answer any questions or concerns. In addition, teachers and support staff will contact families, school counselors, and their building administrators as needed when it is noticed that a student is not responding or participating in e-learning as expected.

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

PCSC has committed to providing as much in-person instruction as possible during the 2020-2021 school year. Meaningful academic feedback will be a critical component of teaching and learning to address the learning gaps that have occurred as a result of Covid-19.

In the event of e-learning, specific instructional goals have been established. These goals for instruction include the following expectations:

Work Continuity/Learning Goals:
- Curriculum must move forward and new learning needs to occur. Curriculum maps have been developed to provide for 180 days of instruction and to address learning gaps that may have occurred. These will be followed regardless
if instruction occurs in-person or e-learning.

- All students will be informed of their learning objectives for the day. (Elementary: “I can” statements will be included).
- Lesson design should include an instructional component, practice, application, demonstration of learning, and meaningful feedback.
- Include a check for understanding or a method to assess learning.
- Teachers will collaborate with the special education/ELL teacher to provide accommodations and differentiation of instruction.
- Student assignments are expected to be turned in as they are completed.
- For optimal instruction, students are encouraged to submit digital assignments daily as they are completed.
- However, flexibility may be granted for students who need additional time to complete assignments due to inequities in access to support in homes due to parent work schedules.
- Teachers are expected to provide specific feedback to students about their work submission and to continue to update grades in PowerSchool so parents and students can monitor progress.

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.

The PCSC continuous learning plan allows for students to earn high school credits.

8. Describe your attendance policy for continuous learning.
Attendance shall mean to be physically present in a school or at another location where the school’s education program is being conducted during regular school hours on a day in which the educational program in which the student is enrolled is being offered (including mandatory videoconference, phone conference, or other virtual environment during e-learning days or virtual programming).

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

Teachers spent time at the end of the 2019–2020 school year identifying critical standards that may not have been understood by students to their full extent. These standards have been communicated across grade levels so that they can be taught when students return for the 20/21 school year. Skill gaps will be addressed during classroom instruction and our Response to Intervention processes at each building.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Professional Development:

   Teachers: Required at the beginning of the year as related to COVID 19:
   ● Identifying students who are symptomatic
   ● Procedures related to starting school in a pandemic
   ● Expectations for conducting school in-person and elearning

   Students: Students need to be instructed on the first day of school:
   ● How to access email (4-12), google classroom/Schoology (HS only), Clever, tools related to elearning.

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.