District or Charter School Continuous Learning Plan

District or Charter School Name	Jennings County School Corporation

Section One: Delivery of Learning

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

For the 20-21 school year, parents are offered a choice of traditional school, with new guidelines to address CDC and health care guidelines, and remote Learning with on-line learning accommodations. The Jennings County School Corporation has utilized e-Learning for the past four years for inclement weather. As a result, we have the processes and protocols in place to deliver instruction remotely. All of our students have 1:1 devices. K-2 students have access to iPads; Students in grades 3-12 have Chromebooks. We utilize Google Classroom as our platform.

JCSC is committed to providing our students with the best possible learning environment. As we reimagine the 2020-21 school year, we are focused on returning to school safely, while providing our students with the best possible education. We believe it is important for our families to have options to address their concerns. We greatly value community input and have used it to help us design a reentry plan that addresses family needs.

We recently conducted a survey of our parents and received responses for 3,047 students. We have really strong data. We had 58.3% of our families (1,777 students) indicate a traditional model for school is preferred. We had 33.7% prefer the hybrid

model (1,028 students) and 7.9% indicate an online only option is preferred (242 students). In addition, we had 774 comments from people who vary greatly on the continuum in what they each would like to see us do this fall. Clearly, there are many strong opinions about what is best for students.

We have been working through many details to ensure we are ready to open school this fall. We had more than 50 people working on reopening plans as we made many decisions. In addition to following guidance from the CDC, Indiana Department of Education, our insurance company and our state and local Health Department, we considered the many concerns raised by our community. Our plan is based on the current guidance provided by the Health Department. **If the guidance becomes less restrictive from health care officials, we will adjust our plans accordingly**.

For the 20-21 school year, after much consideration, we will be offering our families two choices: traditional and online.

Traditional Model
The traditional model will mean that students return to school five days a week beginning on August 13. Our traditional schools will look different. To meet the guidelines recommended by our health care officials, we will be re-imagining school to provide for extended distancing, smaller classes, larger spaces used for instruction, additional lunch periods with students seated with appropriate spacing and robust cleaning and sanitizing. Classrooms and hallways will be stocked with hand sanitizers, wipes, kleenexes etc. and regular schedules will include hand washing and common surfaces cleaning protocols. All products will be safe for students.

Additionally, we will be requiring students to wear masks when they are not able to socially distance: on the bus, during arrival and dismissal, and when in hallways. During classroom instruction, when students are able to socially distance, they will **not** be required to wear masks. Wearing a mask in common areas demonstrates our commitment to helping protect one another and limiting the spread of COVID-19. We will share with our students that, "I wear my mask for you and you wear your mask for me."   It is what is recommended by health care officials and we believe it is our responsibility to provide our students with the safest environment possible.

Online Learning Model
For our families who want to limit their students from contact with others, due to medical concerns of students or family members, we are providing an online learning option. Our remote learning option is being redeveloped and will look very different from the spring of 2020. Our expectations will be much higher and requirements will be much more rigorous. Our online learning environment will look much more similar to a traditional classroom. Elementary students will be required to participate in online learning activities approximately 5 hours a day and secondary students will be required to participate in online learning activities for approximately 6 hours a day. These are requirements from the Indiana Department of Education. Our teachers have been participating in extensive professional development to assist with developing our ability to provide exceptional online learning experiences. Grading will also mirror traditional classroom grading, with similar expectations and policies. Students will be expected to actively participate in learning every day of instruction and connect with their teachers as expected.

For students with connectivity or internet access issues, we will work with families to close this gap and identify solutions. It is important for families to communicate this need with us during the registration process.

During registration, families will have the ability to select which option they choose for their students. Both options will be different from past experiences in JCSC. Families will need to understand the requirements and select the option that best fits the needs of their family.

All Staff will:

JCSC staff will ensure curriculum alignment and pacing to allow for fluid student transitions and planning between models through:
- Curriculum mapping and pacing guides will be used in all departments
- Use of department meetings for continued discussions on pacing and alignment

Staff will use diagnostic assessments and data for teachers to obtain the critical information they need about student progress without taking away valuable and limited instructional time. Educators will determine which students have not made sufficient progress during the school closures and have additional supports available for remediation.
- Continuous use of backwards planning
- STAR Reading and Math and Schoolzilla Data DashBoard.
- ClearSight (AirWays) for Math and ELA formative assessments;
- Pivot

JCSC students will be progress monitored and supported with Tier 2 and Tier 3 interventions through:
- Classroom support
- Lab classes (both general and special education)

- Support from Title/Instructional/ Distant Learning Coordinator
- The Hub
- Ongoing data collection

JCSC teachers will have professional development and collaboration time through:
- Department Meetings
- Staff Meetings
- Use of contractual hours before and after school for additional development and collaboration opportunities

JCSC will have opportunities for educators to collaborate and engage in professional development to prepare for the sudden switch to remote learning during a national health emergency through:
- Collaboration between staff and Instructional Coach/Distant Learning Coordinator
- Incorporation of best practices
- Use of days/times to practice emergency remote learning preparedness

Special Education staff will:

Communicate regularly with the subject or classroom teachers and have access to digital eLearning assignments

Offer to scaffold or modify assignments, as necessary, for students on their caseload to support subject or classroom teachers

Differentiate Instruction as needed for students (Click Here)

Help subject or classroom teacher differentiate lessons and activities for the students on their caseload

Communicate regularly with students on their caseload and/or their parents to ensure they have success with eLearning activities

Communicate with parents/guardians throughout the week to

check in with your students and families

Provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps

Attend weekly special education updates to stay up-to-date on current guidance from District Level Administrators

Coordinate with all related service providers (as needed) to ensure students have required communication tools, visual schedules, and behavior intervention plans for home

ESL staff will:

Collaborate with co-teachers to design learning experiences that teach the students on their caseload. Secondary teachers collaborate with other ESL teachers on their course load.

Provide supplementary learning activities for EL students, either in the curriculum or with additional targeted learning needs.

Communicate regularly with students on their caseload and/or their parents to ensure they have success with distance learning

Monitor the progress of students on their caseload/course load and provide timely feedback

Translate materials and information when needed for students and parents

High Ability:
Teachers with high ability students engaged in remote learning are using google classroom to provide enrichment activities to students in grades K-6. Classroom teachers will provide differentiation opportunities through classroom curriculum in addition to the remote modules. Students in grades K-3 have access to E Spark Learning, Code.org, and Khan Academy. Those in grades 4-6 are working on an inquiry project which will be

shared with other students via google drive. They also have access to E Spark Learning, Code.org, and Khan Academy. Students in grades 7-12 are working on assignments provided by high ability, AP, Dual Credit, ACP, and honors teachers. A document with online and offline activities has been shared with high ability students as well.

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

To Administrators: All Administrators participate in two monthly leadership meetings to discuss the status of traditional and remote-Learning and problem solve challenges. The district IT Director participates in these meetings and provides support for technology concerns. Minutes of the meetings are distributed to assist with consistent messaging for decision points. Regular updates are provided to staff and the school board by the superintendent. ([Sample Staff Letter])

To Staff: District Level Administrators are providing updates through emails and staff meetings to make sure staff are up-to-date on current guidance and to provide support during implementation. Elementary district grade level teacher groups will be meeting virtually monthly to ensure continuity of instruction district wide for both traditional and online options.

To Students and Families: Staff are communicating with students and families regularly to ensure that students have access to appropriate support in completing traditional and remote learning activities. Staff are also providing services through email, text, phone, and virtual conferences with students and families. The superintendent provides regular updates as district decisions are made. ([Sample Family Letter Sent 4-3-20])

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

In addition to the traditional school option, JCSC has an option for students to take courses online due to the COVID-19 pandemic. Online students are provided access to academic instruction through online synchronous and asynchronous instruction. Students in K-12 are assigned to an online classroom that is providing synchronous instruction that they would receive in a traditional classroom in an online format. Multiple means of providing instruction in a rich media format will be used. Google Classroom, Google Meets, SeeSaw and textbook resources are some of the essential components of instructional delivery. Instructional Coaches have developed and trained staff on academic and technology resources for all teachers to utilize during online instruction.

Tier 3 students will have additional support with connection to Title 1 staff members for on call support, reading practice support scaffolded to student level, video remediation lessons and/or additional appropriate online leveled resources for intervention. Students additionally may have access to assistive software for skill based support based upon their individual support plan.

Student SEL needs are supported by all staff. An SEL support packet will be sent home with all K-6 students ([Link to SEL K-6 part 1](#)) ([Link to SEL K-6 part 2](#)) and a secondary information list will be shared by mail or in Google Classroom 7-12. ([Link to SEL Secondary Info.](#)) Classroom online teachers will implement best practices in trauma informed care that are used in the traditional school format as well.

School counselors are available for contact with all students as needed, and contact students they have been working with for regular intervention support. Counselors have Google Classrooms with positive supports posted frequently in several buildings, counselors are making calls to check in and support at risk students and families, and connections to community support for families in need are provided.

Additionally, as outlined in number 1 above, teachers have a

regular communication plan and expectation for student support.

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

Following a connectivity survey provided to JCSC families in April 2020, district administrators convened a community broadband committee to determine equipment, tools and connectivity needs to expand remote learning success. A blended approach was selected as the best method to provide students with connectivity for the internet. Purchasing hotspots and provider service plans were explored. Other options such as datacasting and creating point to point internet access are also a possibility.

1:1 Devices: iPads K-2; Chromebooks 3-12

Google Classroom, Google Meet, Google Voice, SeeSaw

Read/Write- Full Version, District Wide

Staff have access to instructional coaches for technology PD support. They are available by email and phone. They have provided Screencastify ongoing PD support as needed. Sample Screencastify sent to support staff. ([Link](#))

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

For remote learners, the expectation is for teachers to provide daily instruction and feedback to students that includes virtual lessons, time for individual student practice and regular assessment of progress through the use of Google Meets and Google Classroom contacts.
During the instructional day, teachers will conduct meetings with groups of students through Google Meet to provide guided practice, conduct intervention groups, and provide student support. Teachers will also have scheduled office hours where they are available live in a Google meet for students to join and teachers can assist students with questions that students may

still have. Students can also schedule time to receive more individual support as needed.

Teachers will keep service and support logs that will be used to track the services and supports being offered to our students.

Instructional coaches will be working with teachers to continue to provide support to students most at risk (Tier 3). They will be contacting students to provide support.

Counselors are joining classroom calls, making contact with DCS caseworkers, contacting Tier 3 students and assisting as needed. Many are creating their own Google classrooms to share emotional support items. They are contacting families to share the resources sent home in the packets to help students cope with stress. Special education staff are checking in with students assisting with assignments and providing real-time feedback to students.

Special education staff is required to continue to provide the services and supports documented in the student's IEPs. Staff will continue to provide instruction or consultation with students that is focused on making progress towards their goals. Staff will provide instruction virtually to students and use tech tools to provide students access to their accommodations during their virtual instruction. Students will have access to an online literacy program to assist with providing some of the necessary accommodations.   Virtual meetings will be scheduled to provide direct instruction towards goals or help provide enrichment for general education classroom instruction. The student's Teacher of Record will be available during regular office hours for assistance. Student or parent contact will be attempted in accordance with their service minutes listed in the student's IEP.

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

Our online learners will experience timely feedback that aligns to what a traditional student would experience. Our lesson design elements for student instruction identify the state standard or "I Can" statement that is the target of lesson instruction. Students are provided timely feedback on their progression towards mastery of that learning target. Feedback consists of synchronous informal feedback during guided practice portions of lessons and more formal grading practices for summative assessments and work. These practices align with our traditional instruction feedback expectations.

Regular check-ins will assist staff in monitoring forward progress and alert staff to students off track.

Student work submission and communication:
Student work may be returned by multiple means: online in google classroom, submitted photos of handwritten work, or submission via assigned platforms. Additionally, ongoing feedback and check-in contacts will be made by the classroom teacher with the family. If attempts to connect with the family about student work being incomplete are not successful after multiple attempts, the teacher should email their building principal. Principals will work to make contact with the parent/guardian to determine needed next steps to support the student. Communication is vital to keep our students and families engaged and supported.

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 enrolled in online high school courses will continue to earn high school credits. Students will be expected to complete online course content and demonstrate mastery of course objectives through multiple modes of support and resources offered. Student active and timely participation is necessary for continued growth and learning. Students must complete online assignments and demonstrate mastery of course objectives to receive credit as comparable to traditional instruction students. Students enrolled in Dual Credit and AP classes will continue to meet the requirements to receive college credits.

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

For remote learners, students are expected to log into their Google Classroom daily. For students in grades K-6, students are expected to check in at their morning Google Meet or a daily check in form. For students in grades 7-12, attendance will be taken through a digital check-in form with their first period teacher each day. If students are not checking in and attending daily, parent contact will be made by the teacher. If there are continued absences, parent contact will be made by an administrator. If necessary, a success plan can be put into place with cooperation and support from the principal, counselor, parent and student.

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

Our instructional coaches will be assisting classroom teachers by providing additional assistance to students who are identified to receive Tier 3 supports. Tier 3 online students will be provided additional support with connection to Title 1 staff members for on call support, reading practice support scaffolded to student level, video remediation lessons and/or additional appropriate online leveled resources for intervention. Traditional Tier 3 students will be receiving instruction as well in accordance with their individual MTSS plan. Students in Tier 2 will receive support from their classroom teacher and possible additional Title support in accordance to their MTSS plan.

Online high school students at risk of not receiving credit for a course will be frequently contacted by an administrator or counselor. Remediation videos for high failure content areas are available to students. Additional credit recovery opportunities are available online with our alternative education program with Edgenuity.

Administrators and instructional coaches have finalized planning for the best benchmarking and diagnostic tools to use to assess student current levels. Based upon these results we will be evaluating what high quality intervention tools we will be able to implement on a larger scale basis to address discrepancies in learning. For online learners digital intervention curriculum will be available K-8. High school intervention is directed to credit recovery and skill based support.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Jennings County School Corporation implemented robust professional development prior to the first student day of the 20-21 school year. Staff had the opportunity to complete a series of four training modules to strengthen our instruction in both traditional and online formats.

Module 1: Essential Instructional Technology Training- Basic and

Advanced Levels

Essential technology skills needed by staff for online instruction were defined and listed for both the basic and advanced level. Our instructional coaches worked in conjunction with Five Star Technologies to develop training modules with a menu of essential continuous learning and technology skills accompanied by video tutorials for each identified area. All teachers completed this training module and had access to one-on-one or small group support from an instructional coach.

Module 2: Lesson Design (Traditional and Online)

Lesson design components (Define the Objective, Anticipatory Hook, Direct Instruction Lesson, Guided Practice, Independent Practice, Evaluation/Feedback) are critical elements for quality instruction. Training on these components for traditional and online instruction was conducted. Five Star Technologies remote learning best practices course was also included within this module. Finally, teachers created a model lesson on a district template for online instruction.

Module 3: Curriculum and Assessment Program Training

Staff participated in training and onboarding information for new annual curriculum programs and assessments. (ex. Amplify Reading and McGraw Hill Wonders Reading)

Module 4- Social Emotional Learning

Staff participated in a virtual training session by our TBRI partner Hope Alight. This training reviewed best practices in trauma informed care and potential COVID impacts on students and staff. All staff also received new training on how to meet student regulation needs through movement. Our OT and Physical Education staff shared video clips that model movements that students can use to help them regulate. The research behind

these best practices and their use was part of the module.

Professional Learning will also be offered for all teachers serving students with special needs:

Co-teaching webinar/Online Modules

CPI resources shared

Remote learning training

Transition IEP webinar

Ongoing and continued professional development on all these elements will be built into the professional learning cycle for the 20-21 school year and supported by our team of building instructional coaches.

**Once you have completed this document, please complete this
to share some additional data points and submit your Continuous Learning Plan
link. Submission is required by April 17.**