



Lafayette School Corporation

District or Charter School Name

Section One: Delivery of Learning

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

Elementary Schools

General Education:

- Information is delivered from the classroom teacher to the student and parent through a classroom communication tool- Dojo, Showbie, ClassKick, FlipGrid, Zoom, Power School messages, Showbie, Canvas, etc.

Secondary Schools

- Our secondary schools, staff and students, have been equipped with take-home devices. We will continue to provide eLearning through May 15th, 2020 for our students. ELearning will be conducted on M-W-F with teachers available via email Monday - Friday. All of our students have access to this learning opportunity including our special populations. Teachers have been instructed to continue providing accommodations continue implementing IEPs and ILPs, etc.

All Grade Levels

Special Populations:

- Information is delivered from the resource room teacher to the student and parent through Dojo, emails, texts, and calls.
- Differentiated lessons using apps, Study Island, Think Central, and leveled readers in Raz Kids. Math is differentiated on Dreambox and teachers assign specific lessons to focus on their individual needs.
- Service type (direct support, support to general education, and consult with teacher) remain aligned to the IEP during this time.
- LSC Webpages used by the resource room teachers and speech therapist to deliver student information and classroom assignments.
- The Speech Therapist has contacted every parent with a plan to include tele-therapy
- Daily Zoom student meetings with students to assist in daily class work.
- Case conference held by Zoom and continuing as needed.
- RTI goals and interventions have been continued, and in some cases modified.
- Progress updates will occur at the end of month and included in plans.
- Valley Oaks (a community partner) case management services are continuing as allowed per their agency including school therapy.

- *SPED students received packets designed specifically to meet IEP goals as well as iPads for students who also receive grade level assignments from general education homeroom teacher.*
- *SPED students received both academic and behavioral resources and assignments in their continuous learning packets.*
- *Arrangements throughout the continuous learning window have been made for SPED students who did not receive an iPad or do not have internet connection at home to have packets mailed to their homes.*

ELL:

- *We are providing families with resources in Spanish.*
- *ELL aide has reached out to ELL families to help with technology, communication, etc and works with the principal to get issues resolved.*
- *Teachers that provide language acquisition lessons for EL have also used Flip Grid, Elevation, and Google voice messages. Additionally, we arranged for a few paper packets if we know of a need.*
- *EL students have and will continue to receive phone calls from the school translator to speak to both parents and students regarding each week's assignments as needed and how to access all iPad apps and websites.*
 - *For an EL student who is having difficulty with grade level assignments, assignments will be modified for the student and the translator will contact parent every Friday to share the expectations for each day of continuous learning.*
 - *Send EL supports as needed from our ELL Director.*

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

Elementary Schools

- *Students - website / teacher communication / Zoom*
- *Families – website/Facebook/teacher communication/Power School Messenger /dojo messages from teachers*
- *Staff – Zoom*
- *Meetings and weekly emails along with daily texting grade level groups*

Secondary Schools

- *Students - Teachers are communicating expectations digitally whether it is through email, Canvas, Zoom, etc.*
- *Families – The principals are sending texts and emails with pertinent information to our families. Additionally the district continues to send out messages regarding the entire district expectations for eLearning. Teachers have the capability to email parents/guardians too.*
- *Staff - Staff continues to be updated via email by the district. Additionally the building principals communicate with staff via email and virtual meetings.*

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

Elementary Schools

- *Each student's iPad was already pre-loaded with any applications they were going to need during E-learning and we chose to use only applications that the students were familiar with from their time in the classroom with the teacher. Additional websites are posted on the school website that parents can use for additional support. iPad troubleshooting tips for parents were also emailed out to parents and placed on the school's Facebook page.*
- *Our teachers respond to emails/calls/texts as things come up. It is not always within their scheduled office hours, but they are still always willing to help.*
- *Students without Wi-Fi at home have been offered paper packets that they can submit at the end of the E-learning session as well.*
- *Students all have iPads. Teachers have set up Zoom Meetings, a website, and youtube videos. Teachers are replying to emails to support families with questions. Students have a list of apps that they are familiar with and asked to use during eLearning days. There is a list of other resources on the website along with where families can find "hotspots"*
- *All students have access to their Core reading (Journeys) and math (EnVision) series online platform. This means they have access to their textbooks and many additional supports within the series.*
- *LSC & Chartwells (our Food Service Management Company) are providing sack breakfast and lunches to go for families to pick up at school location.*
- *Those students who do not have access to Wi-Fi are provided paper packets for instruction*

Secondary Schools.

- *All students have access to instruction and resources via school issued devices and the use of Canvas. Those who cannot get access to WIFI are able to pick up all resources in person at the school each week.*
- *Once the decision was made to move instruction to remote learning, care was taken to ensure that every student was in possession of their school-issued device. Student medications were also sent home with each appropriate parent to ensure that students would not be without their necessary medications. Care was also taken to make sure that all students that normally receive paper copies of assignments were identified and communicated to their teachers. Classroom teachers then provided eLearning lessons to students for the twenty-two eLearning days between 3/16/2020 and 5/21/2020. eLearning instruction is delivered primarily through OneNote and Canvas learning management systems. Students are provided individual assignments for each class each eLearning day. During eLearning days, classroom teachers are available to provide electronic and phone support to students and parents during stated office hours. TORs utilize digital resources such as video conferencing to ensure that Special Education students receive their appropriate accommodations and support. The bi-lingual counselor and secretary have provided translation services for families and teachers regarding eLearning assignments and overall school-related needs. Due to the heavy reliance on technology during the eLearning days, on-site tech support was available to families twice a week. School counselors make individual contacts with students that are on their regular case-load via video conferencing, email, and phone correspondence.*

- *In addition to assignments and files teachers have loaded onto Canvas, students also are able to utilize online resources through PLATO and IXL to support their learning.*

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

Elementary Schools

- *Staff – laptops, iPads, cell phone, Wi-Fi, One Drive, LSC Shared Drive access*
- *Students: iPads, apps, paper packets as needed, accessibility features enabled to support students and parents with accommodations (talk-to-text, text-to-speech).*

Secondary Schools

- *Student Device-Surface 3 and Surface Go*
- *Staff Device Surface Pro 4 and SurfaceBook*
- *Canvas*
- *Nearpod*
- *EdPuzzle*
- *USATestPrep*
- *Skype*
- *Zoom*
- *OneNote*
- *Office365*
- *YouTube*
- *Online textbooks*
- *Flipgrid*
- *Snagit*
- *Camtasia*
- *Actively Learn*
- *Newsela*
- *Read aloud option in Microsoft Edge*
- *Achieve 3000*
- *Unique*
- *News2Yo*
- *IXL*
- *Tutoring services- askrose.org*
- *Kahn Academy*

Students

- *School Issued Lenovo ThinkPad with digital pen and charger*
- *Microsoft Office OneNote*
- *Canvas Learning Management System*
- *Zoom video conferencing for select classes*

Staff

- *School Issued Surface Book Computer with digital pen and charger*
- *Microsoft Office OneNote*

- *Canvas Learning Management System*
- *Skype video conferencing for admin. meetings*
- *Zoom video conferencing for PLC meetings*

While most students are using their Surfaces, in certain cases, some students have had paper copies and/or notes dropped off at homes in addition to their online platform. Students can access everything through their home computer if they have one.

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

Elementary Schools

- *Teachers are expected to connect with their students each day of eLearning in whatever way works best for their students and them. Frequency of communication will be differentiated for each student base on student and/or parent need.*
- *Support staff does not have a school device at home to use (nor do they have the training for some of the eLearning resources), therefore they are not expected to connect with students. However, many of our support staff have reached out and asked how they can help.*
- *The means that are used to connect with students and families is up to my teachers.*
 - *Zoom: Some are having daily whole class Zoom meetings, some are doing them in small groups or even 1:1.*
 - *Class DOJO: teachers use the different aspects of Class DOJO to connect with students and family daily. They create a class story to assign work, share links, get feedback and work returned, etc...*
 - *YouTube/Loom: Several teachers have created videos through YouTube and Loom.*
 - *Facebook: a few teachers have created classroom Facebook pages to connect and share expectations, links, etc... with families.*
 - *Google Links: are being used by many to collect data about student work, emotions and needs.*
 - *Texting: Teachers are having parents take pictures of completed student work and having them text it to them for credit.*

Secondary Schools

- *As described throughout the feedback there are various avenues. For example Skype, Zoom, email, phone calls, office hours, etc.*

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

Elementary Schools

- *Teachers are dedicated and committed to providing meaningful academic feedback, not only with letter grades, but written and verbal comments with ideas on how to improve or a positive remark. Students are receiving feedback on a timely basis (usually within a day or two of submission). The children or parents can respond to those comments. This allows for back and forth conversation.*

- *Students & families are e-mailing work, photos of work e-mailed, and Flipgrid & Showbie are used to submit work and provide feedback.*
- *Teachers are also assigning lessons on Dreambox.*
- *Individual phone calls also support students on a one-one basis.*
- *Show Me is also used for review or reteaching.*

Secondary Schools

- *Jefferson High School - Staff has office hours M-W-F from 10-12p and 1-3p in which they are communicating with students and parents through email, Canvas and via phone when necessary. Grades are updated in Powerschool every Monday.*
- *Tecumseh Jr. High - Teachers are available to support students via email, phone call, and in some instances video conferencing during the posted office hours. Students are expected to electronically submit their assignments by 8:00 am on the following eLearning day. Student performance on submitted eLearning assignments is then graded and entered into PowerSchool.*
- *For Oakland High School many of students' assessments are graded in real time, and as is consistent with Oakland's competency based grading practices, students are given feedback on where improvements can be made and then given the opportunity to retake/redo that quiz/test until they reach a minimum 70% mastery level. With students assignments provided each class day (MWF), they are typically graded by the following class day.*

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.**

Elementary Schools

- N/A for K-6.

Secondary Schools

- *Students still have the opportunity to earn HS credit for such courses. The schools will award credit for those courses in which the student has a passing grade. These school are using guidance from the IDOE in terms of grading with the understanding that grading during this time should not be punitive in nature. The schools are also being flexible with students and situations which could create barriers.*
- *Oakland High School - Students are earning credits in their typical fashion, once they have completed each Unit with at least a 70% they are assigned credit. Teachers are weaving these daily eLearning opportunities into students' individual Unit plans*

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

Elementary Schools

- *Students are given an assignment and have one week to complete and submit to their teacher in whatever manner has been established. Once the assignment is submitted, the teacher may go into Power School to mark the student present for the day the assignment was given/assigned.*
- *Extenuating circumstances may result in an extension. Additionally, IEP, 504, and ILP plans may results in extensions.*

Secondary Schools

- *Jefferson High School - Students are given assignments on M-W-Fs and have until Sunday to complete the assignments. Teachers then take attendance on Monday morning for the week prior.*
- *Tecumseh Jr. High School– Daily eLearning attendance is taken through PowerSchool. Students will submit their assignment to their teacher via the instructed method (through OneNote, Canvas, email, etc.). The assignment submission will serve as their virtual attendance. Work is due the following eLearning day by 8:00 am (not counting the weekend). In the event that a student turns in late work, **to a 1st period class**, after attendance has been taken, the 1st period teacher will email the Student Services secretary to request that the student's attendance for the day to be adjusted from absent to present.*
- *Oakland High School - The procedure for attendance is the same as it was during our pilot E-Learning Days in November and January. Each scheduled E-learning day, students have assignments in Canvas in each of their core classes, plus opportunities for those students taking electives in PLATO that teachers are checking. If students are NOT connecting with staff or coursework, they will be marked absent. The principal will make attempts to notify each student/parent/guardian who is being marked absent.*

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

Elementary Schools

- *Teachers will be able to address skill gaps as assignments/assessments start to roll in. This will help to guide their planning and determine what they might need to reteach, enrich, or reassess before moving onto other skills.*
- *To close the gaps before the end of the school year, as well as to enrich students who have mastered skills, teachers are using data from Study Island, Dream Box, Think Central, and IXL to inform instruction. Teachers are differentiating instruction and assigning specific lessons and leveled readers to provide opportunities for students to catch up. Our Title 1 lead-teacher has offered to work with students on Read Naturally and Michael Heggerty.*
- *During grade level learning logs meetings, standards which teachers feel require additional growth will be taught again. Teachers will be provided alternative and additional ideas to support students by administration, peer teachers, and the title 1 lead teacher.*
- *Administrators will continue to call and reach out to families who appear to be struggling with participating in eLearning. They will connect the family to any resource needed to allow the student to fully participate.*
- *Teachers will provide learning opportunities which are inclusive of all students to succeed. If a parent is having great difficulty with the material, supplemental materials and activities may be provided by the teacher which align to the standards.*

Secondary Schools

- *Jeff High School– Teachers within PLCs will be meeting to discuss skills gap and needs to review/cover first semester during first semester. PLCs will then need to communicate for vertical alignment.*
- *Tecumseh Jr. High – Ensure that the 22 eLearning lessons created and delivered this spring are of high quality and completed by all students.*
- *Secure a digital program to provide jumpstart instruction to students prior to the 2020-2021 school year.*
- *Evaluate the potential for compensatory instructional minutes throughout the 2020-2021 school.*
- *Oakland High School- Addressing skill gaps is even more challenging without the smaller group setting that Oakland provides. We have identified students who would benefit from tutoring and are setting up zoom appointments to work with them for tutoring. Math does*

have a small group that is meeting separately to work through Algebra 1. Again these are through Zoom.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Elementary Schools

- Weekly remote PLC meetings or grade-level meetings to review curriculum, necessary data, and instructional planning.
- SEL Curriculum when kits arrive.
 - Two-three teachers/counselors will provide this PD
- Feedback from volunteer webinars staff participate in throughout the week.
- LSC technology team is providing resources, video links, etc. to assist teachers with eLearning.
- Expert teachers will highlight how to use items such as Think Central, Study Island, and communication methods that are working and connecting.
- Provide resources and PD for using Michael Heggerty During Distant Learning, How to Set Up a Zoom Meeting with Your Students, How to use Showbie Pro in the Primary Grades, and How to Troubleshoot Internet Challenges with kindergarten teachers, and How to use Google Translate to Communicate with our ELL parents.
- With a focus on being flexible and ready to adapt, we will continue to provide professional development based on teacher needs and student needs during weekly grade-level or PLC meetings.
- LSC is completing a book study regarding SEL/Trauma-Invested classrooms via Canvas.

Secondary Schools

- Jeff High School – We are continuing with Naviance and providing weekly tech updates, tutorials and suggestions, via our instructional/tech coaches related to eLearning and providing the best educational experience for our students during this time. We have created and added new tutorials on our staff Canvas page as an example.
- Tecumseh Jr. High –
 - Weekly administrative team meetings via Skype each Monday
 - Weekly admin led PLC meetings with each department on Monday or Wednesday
 - Full faculty Remote Video Active Shooter training on April 15th
 - Full faculty Remove Video Positive Action SEL program training on May 13th
 - Naviance
- Oakland High School - Staff has met through Zoom to discuss eLearning advantages and disadvantages, and other resources they are using. We have also talked about our own Social Emotional wellbeing during this time, and how we can address SEL in our messaging/approach with students from afar. We are continuing with virtual Naviance PD. Teachers have utilized different avenues to reach out to students, to send notes of encouragement, etc.

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.