



District or Charter School Name

South Adams Schools 0035

Section One: Delivery of Learning

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

Continuous learning opportunities for students are delivered through the Canvas LMS system on Monday, Wednesday, and Friday (MWF). Teachers are online and interact with students during the hours of 8:00–3:00. This content is multifaceted in nature. Teachers deliver instruction through posted videos, online video conferencing with students, as well as learning instructions provided in online form through Canvas.

We have a significant population of students that do not access Internet connections due to religious beliefs (Amish). We are communicating through paper packets and informational print items as they occur with this group. These packets are both mailed and hand delivered as needed.

Teachers are providing instruction and staying in contact with our special student populations in the same manner. Video conferences, video content, and paper copies. Teachers are available to support all students on Tuesday and Thursday in addition to Monday, Wednesday, and Friday from 8 AM to 3 PM.

Special Populations including Special Education and EL students:

- Title 3 Coordinator delivered hands-on packets of school supplies and learning manipulatives to each student with an ILP. These materials help to ensure students have needed materials to meet ILP supports.
- Title 3 Coordinator has attended virtual Annual Case Reviews of specific students to translate and explain changes to IEP's.

- Title 3 Coordinator is reaching out regularly to families to communicate/translate school related information as well as answer any questions and offer assistance with their students remote learning and ensure that accommodations and supports are in place.
 - Special Education Teachers of Record have modified lessons via Canvas or paper packets that address student specific IEP goals. The paper packets for the Amish contain detailed instructions for parents how continue their child's specific learning program (i.e.- STAR program for our Intense Intervention Students)
 - SLP's are continuing speech and language therapy remotely for parents who have internet access. Those who do not have internet access have received paper packets with specific instructions for parents on how to continue speech and language daily drills.
 - Special Education teachers are continuing to hold Annual Case Review meetings with parents, admin and general education teachers via Zoom meetings and phone conferences to ensure all ACR deadlines are met.
 - Special Education teachers are continuing to hold Initial Case Conference Committee meetings with parents, admin and general education teachers via Zoom meetings and phone conferences to ensure all student timelines and deadlines are met.
 - Special Education teachers collaborate regularly with general education teachers to ensure that students with an IEP have appropriate remote learning lessons available to meet student specific IEP accommodations and goals.
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2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

South Adams Schools communicates expectations for continuous learning to students, families, and staff in the following ways:

1. Teachers communicate and interact with students via the Canvas platform every Monday, Wednesday, and Friday and as needed on Tuesdays and Thursdays from 8 AM to 3 PM. Teachers share their expectations through this platform. If students do not have internet, teachers make phone calls and instructional content is delivered along with any additional communication and resources on a bi-weekly basis.
2. SA communicates with families via social media platforms (Facebook, Twitter), along with Remind text communication and School Messenger. Communication is also sent home via USPS or delivered to homes as needed.
3. Staff expectations are primarily communicated through corporation staff emails. However, building principals also regularly meet with staff (on a weekly basis) via Google Meet. Teachers also meet collaboratively through Google Meet. The administration team meets daily to monitor progress and provide ongoing support.
4. All family communication is also posted on our website at this address <https://www.southadams.k12.in.us/Page/1848>) Our calendar is posted at this address:
<https://www.southadams.k12.in.us/cms/lib/IN02201078/Centri-city/Domain/11/Calendar2020.pdf>

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

SA has made devices available to all students K-12. iPads K-5 and Windows laptops in grades 6-12. SA utilizes Canvas K-12 as our platform for eLearning delivery. This has been our platform for our eLearning for the past 4 years. We also utilize Google Meet and Canvas Conferencing for students as well. Teachers are able to do face to face instruction and video recorded teaching.

In addition, for our Amish students and students without internet access, we mail and hand deliver their academic content. We also provide pick-up and delivery for these students as well. Other supports involve our nurses and counsellor teams providing SEL and other at risk supports throughout the week. We are continuing to utilize our MTSS team and protocol to ensure student needs are addressed and communicated in real time. Students who were receiving services from Park Center and Bowen during the school day are now receiving these services at home through their individual service providers via virtual platforms. Both organizations provide weekly updates to school personnel.

We provide meal distribution for students every Wednesday from 4-6:30 pm. Pick up locations are: South SA Circle Drive and Limberlost parking lot Geneva. Students will receive 5 breakfasts and 5 lunches. To date, we are averaging about 3,000 meals distributed per week.

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

South Adams Schools utilizes the following tools and resources to enable continuous learning and communication:

1. Canvas
2. PowerSchool
3. Student devices at home
4. Video Conferencing (Canvas Conferences and Google Meet)

5. Social Media Platforms (Facebook and Twitter)
6. Remind Text Communication
7. School Messenger
8. Phone Calls (Personal, Building, District)
9. Emails (Personal, Building, District)
10. Surveys (Google Forms)
11. Home content delivery (Via Mail or Drop Off with no personal interaction)
12. Creating local partnerships with local entities to provide internet opportunities: The Berne Public Library, Geneva Public Library, Geneva Town Hall, Geneva Fire Station, McDonald's, Berne Pizza Hut, East of Chicago Pizza, The Filling Station, Spare Time Lanes (PW: Canyoubowla300), White Cottage (PW: broasted62), and The Bridge Church South - 406 E. Parr Rd.
13. Partnership with the Berne Witness Media to do live streaming/recording of virtual events and other school programming.

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

As stated we utilize Canvas as our eLearning platform. However, teachers, staff and admin utilize email, phone calls, letters, remind texts, and social media to communicate with parents. Teachers are making phone calls weekly to follow-up, check in, and support in any way that they can. In addition:

1. Educators and support staff regularly check in with students through Canvas, phone calls, Remind texts and emails. For our Amish students and families, we mail all communication and also hand deliver all academic content .
2. School counselors, nurses, and other support staff make contact with students that are most at risk, both from a mental and physical health standpoint. Most of this contact will be done via phone call or Google Meet. This team also works to connect families to additional resources within the community.
3. School counselors, teachers, and administrators have

identified students that are the most at risk during this time and make phone calls to parents/guardians. We are continuing to utilize our MTSS protocol to ensure student needs are addressed and communicated in real time.

4. For our Amish students we provide timely, written feedback as often as possible. For those students who do not have access, our teachers reach out via phone to provide timely feedback.

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

Meaningful feedback is provided to students in real time as much as possible. Teachers use our Canvas platform, make phone calls and email to provide avenues for feedback and support.

For our Amish students we provide timely, written feedback as often as possible. For those students who do not have access, our teachers reach out via phone to provide timely feedback.

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.

Yes, our plan allows all high school and 8th grade students to continue to learn content and meet credit requirements. Support is provided to ensure the content is learned and credit is earned. Our MWF eLearning/Distance plan provides teaching and learning opportunities for all students to stay on track for graduation and earn both Dual Credit and AP credits as well. We also use a Google doc to keep track of our students that are

not responding or participating in the eLearning and are at risk of not getting the credit. Teachers add to this document and are the first line of communication to deal with this. Meetings happen weekly and our team deploys additional supports via counsellors, admin, and nurses to those students most in need of support.

8. Describe your attendance policy for continuous learning.

Accountability for student attendance will rely on students participating in the eLearning/Distance learning. Participation is measured via student contact and online communication/participation, or written submission of work/communication from students that do not have internet access.

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

Monitoring needs and addressing gaps is an ongoing conversation. SA has a Title I team that addresses these needs in real time via our eLearning plan and also through additional support group times that are embedded in our learning days (and on other days). We are continuing to utilize our MTSS team and protocol to ensure student needs are communicated and addressed in real time. We will continue to monitor needs and hope to provide summer support, as well as construct plans for immediate support at the beginning of the school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Staff development takes place on Tuesday and Thursday of each week. PD is delivered virtually and is currently focused on supporting teachers in all ways related to this transition to remote learning. Our tech team has created video training and are also available for live virtual training as well. In addition, our

entire staff is focusing on the work of the IDOE SEL team and the work of Dr. Lori Desautels. Teachers and support staff will participate in virtual recordings and live trainings with Dr Lori throughout the remainder of the school year. It is important to South Adams to provide support for social emotional wellness and mental health.

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.