



Lebanon Community School Corporation (LCSC)

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.**

LCSC is a 1:1 school district. There is a technology device assigned to every student in grades K-12. We have utilized CANVAS as a Learning Management System (LMS) for several years. Additionally, when implementing 1:1 technology for our students and staff, we contracted with Apple Education to provide intense, onsite blended learning coaching. This coaching has been reinforced with the addition of a secondary technology integration coach and an elementary technology integration coach. They have provided ongoing professional development.

In our traditional school setting, our high school has utilized CANVAS and 1:1 technology as the vehicle to deliver the curriculum for multiple years.

The high school and middle school curate the technology-based written and taught curriculum through their department work and under the guidance of District's Director of Curriculum and Director Assessment.

The elementary schools are providing instruction through the LMS by use of teacher recordings, (audio/video, screen recordings) in person conferencing, video conferencing, and resources developed from currently adopted curricula and text sources.

The District has spent a considerable amount of time developing locally designed common assessments. These assessments are vertically aligned and are required assessments given to all students at specified times during the school year. These assessments are used to meet students' academic needs, but also to evaluate the curriculum and provide professional development in identified areas.

As we developed our eLearning Plan, we determined "eLearning" should be integrated in our ongoing delivery of instruction on a regular basis in addition to the implementation for "eLearning Days" associated with emergency school closures. We provided considerable professional development for teachers followed by practice with students, staff, and parents with administrators monitoring implementation.

eLearning has developed into a critical component of our instructional delivery model

with students. Additionally, our teachers collaborate comfortably in this environment and our students are continuing the use of technology as an integral part of their learning.

We are supporting students without connectivity by providing printed packets. (See below in Item #3)

Special education students will receive accommodations outlined in their Individualized Educational Plan (IEP).

English Learners (EL) will receive accommodations according to their Individual Learning Plan (ILP).

Students with Section 504 Plans will receive appropriate accommodations as outlined in their 504 Plan.

As outlined in our eLearning Plan conferences are held for students, as needed, to address any unique circumstances regarding each student's learning needs to support them on eLearning days. In some cases, an addendum to the established learning plan may be sufficient. Given the current circumstances associated with the COVID-19 pandemic, any necessary conferences will need to be held virtually.

Additionally, the LCSC eLearning Plan states that students with disabilities who do not use an online platform for learning, or for whom an online platform is not appropriate, teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use. Alternative plans will be developed for disabled students. Such alternative plans may include prepared activities or even a packet focused on the student's individual learning plan.

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

We communicate often with students, families and staff.

We have a comprehensive [School Closure/COVID-19 website](#). All aspects of the school closure are addressed on this site.

The superintendent provides weekly updates to parents. These updates are general in nature but provide encouragement and provide answers to frequent questions.

Principals provide newsletters and all school messages to parents on a frequent basis to address the eLearning process. This has not been a difficult transition as our schools have used this method prior to the closure.

Our eLearning Plan states the following regarding instructor access: "During eLearning days teachers must be accessible during regular teacher hours. Teachers

will need to inform students regarding their preferred means of communication on an eLearning day.”

Teachers also utilize apps such as Remind 101, and Class DoJo to give parents real time information. This was also a practice prior to the closure. Teachers use the video conference feature in the LMS, email, and if necessary phone to connect with students at all levels.

Our staffs meet frequently in a virtual setting as grade level and department teams and also meet with principals often. Pacing, professional development needs, technology concerns, curricular concerns, need for student contact support, grading practices, assessment practices and expectations are all topics covered on an almost daily basis among our teaching staff.

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

Students have access to instruction through our District LMS (CANVAS). They are also able to conference with teachers through video conference.

The LMS provides multiple ways for students to provide feedback and answers to questions. It also provides multiple ways for teachers to provide feedback (written, video, audio), and the feedback may be provided on an individual basis.

We have a Helpdesk that is staffed during designated school days. Contact can be made by phone and at all times through email. This Helpdesk supports technology needs of students and parents. Parents may also submit a form to indicate their student’s need for a printed packet. The Helpdesk communicates with the teacher and members of our technology staff print packets, as requested. We have made sure to secure designated location for parents to retrieve materials.

Our EL students are supported by the classroom teachers by providing additional time, support, and resources. Additionally, our EL staff develops packets specific to the students’ ENL levels and known needs of the students. These packets are developed for several days in one packet. The packets are then delivered to the students’ homes by our School Resource Officers (SRO’s), and teachers then follow up with students as needed.

Our special education students are being supported by the classroom teachers and the Teachers of Record. Our TOR’s are able to utilize the video conference feature embedded in the LMS to meet with small groups or students individually. IEP’s are reviewed and classroom teachers and TOR’s collaborate to develop the best resources possible for the students. For our more severe special education populations, our teachers video conference with the student, and in some cases along with the parents to practice skills with students and engage parents so they may reinforce the students’ practice and needs outside of class time.

We are continuing our services for OT/PT and Speech Therapy through personal contacts and video conferencing.

Our contracted service providers of mental health supports are continuing with services through a video conference and personal contact format. Referrals are also taken and new clients services are provided as resources continue.

Our SRO team provides personal wellness checks to families and students upon request and referral from our administration.

Food (breakfast/lunch kits) are provided through our Food Service by following all recent guidelines provided by the IDOE. LCSC hosts a food pantry during the school year on a regular basis. The food pantry support has continued throughout the COVID-19 pandemic. Additionally, several local partners are providing meals during breaks, in the evenings, and on weekends. All of our community resources are easily found on our School Closure/COVID-19 Website.

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

Students are provided either a MacBook (6-12) or an iPad (K-5) along with the corresponding charger and carrying bag/case per unit.

There are other multiple resources provided to students including the online textbooks, teacher curated curriculum, and practice.

We link students to additional resources such as Kahn Academy, Scholastic, and all other commonly used resources.

Students continue to have access to instructional software such as iReady Math, MindPlay and Lexia.

CANVAS

- District LMS

Lexia

- E/LA Intervention Platform for Title I Elementary School

Mindplay

- Reading comprehension technology platform for middle school students. Utilized by ENL students, Special Education Students, and all 6th grade students

Video Conferencing

- Tool embedded in CANVAS
- Platforms such as Zoom for larger meetings

QuickTime

- Screen Capture presentations for student and faculty use
- Video of lesson by teachers so students may review as often as necessary

iMovie

- Video presentations for student and faculty use

Loom

- Some teachers are utilizing loom.com. It is a platform that allows a screen capture of a presentation with a “thumbnail” of the teacher’s face being in the video along with the screen video of the Power Point, Keynote, or document being discussed. This provides for some personalization of the presentation.

District CANVAS Repository of Common Assessments

- K-12 Assessments by grade level and subject have been created. These assessments continue to provide a solid foundation for assessments provided during this closure

Class DoJo

- Allows teachers to connect often with parents regarding student progress and provide real-time celebrations or concerns.

Remind 101

- Allows teachers to provide reminders to students regarding due dates and extra help sessions.

District Helpdesk

- Staffed by technology coaches. Answers student and parent questions regarding connectivity, navigating the software, coordinates hardware swaps if devices are broken, assist with troubleshooting.

Video Conferencing

- Allows larger groups to meet in real time as a class or team.
- Can be screen recorded to help students later when completing assignments.
- All free platforms which have been provided by vendors during this closure such as Scholastic and Kahn Academy

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

Teachers are expected to be available to students from 8AM – 3PM daily on days that school is in session as designated eLearning Days.

Teachers are expected to be available to students on weekdays not designated as eLearning Days through:

- Designated Office Hours
- Appointment
- Email
- CANVAS (LMS) messaging

Teachers also utilize apps such as Remind 101, and Class DoJo to give parents real time information. This was also a practice prior to the closure. Teachers use the video conference feature in the LMS, email, and if necessary phone to connect with students at all levels.

Teachers are expected to make personal contact with students and families when

students are not engaging in lessons and also alert administration so contacts may be made by the administration. Administrators and office staff can assist with contacts, as needed.

Our School Resource Officers are conducting wellness checks to homes when students display persistent lack of engagement in classes and lack of communication with school.

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

LCSC has established consistent K-12 due dates for student work to be submitted. This provides students a clear target of time for completion of work and a clear expectation from students and parents as to when grades and feedback will be visible to them in the SMS.

Teachers are expected to provide ongoing academic feedback through:

Live Interaction

- Use of LMS Conferencing Tool
- Use of Video Conferencing Tool

Timely Grading/Feedback of Student Work

- Complete review of student work quickly to provide feedback to allow for student revision of work.

Office Hours

Study Sessions

Small Group Help Sessions

Email

Phone Calls if Necessary

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.

Students are expected to engage with coursework and complete assignments throughout the remainder of the [160 day academic calendar](#) as assigned by the teacher.

Students will be provided adequate time to complete assignments and communicate with faculty to receive additional academic support.

The final second semester grade/credit will be based on a combination of:

- End of 3rd Nine Weeks Grade
- Grade In Progress at the time of the end of In-Person instruction
- Work completed and assessment results during the remote learning environment.

Students will earn credit when it may be established that the student engaged in the class for the required amount of class time and displayed grade level proficiency or subject specific minimum proficiency established by the course description as well as school and district expectations.

Our administration is communicating with all students in grades 9-12 through mass communications and our counseling staff is communicating personally with all senior students and parents through a phone conference. These conferences are designed to advise students regarding the need to earn grades on final transcripts due to college admissions requirements and dual credit implications.

While the designation of Incomplete is a transcript designation allowed by the State of Indiana and Indiana Department of Education when meeting minimum graduation requirements for the class of 2020, this would be an rare occurrence for LHS seniors. Our goal is for each senior to engage in coursework at a level that would result in a passing grade for each enrolled course.

We intend to follow the guidance provided by the IDOE which states (in part):

Grading practices should never be punitive. Consider setting a policy that bases a letter grade on the previous body of work, while allowing a grade to be raised or lowered, based on evidence during the extended remote learning time. This will ensure greater equity for all students, particularly those who may be lacking in resources and supports.

- *Consider competency-based grading and alternative ways students can demonstrate learning.*
- *Concentrate on providing meaningful feedback on student progress once or twice a week.*
- *With regard to transcribed high school courses, the issuance of pass/fail*

grades may cause issues for students meeting some graduation requirements. For the reasons outlined below, it is the position of IDOE that pass/fail grading may not be used for courses necessary to attain an Indiana diploma.

· Recommendation from IDOE – grading is a local decision, but they suggest that grades should reflect the full years' work, and not the challenges associated with eLearning (the word challenges is comprehensive in that it includes technology, wifi, home life, emotional status, health and safety, etc.)

Students should stay engaged in the course in order to achieve at the minimum the grade the student had when school closed on March 12, 2020 (note end of third nine weeks grade was on March 6, 2020

8. Describe your attendance policy for continuous learning.

Students are deemed as attending when they engage in their classes in the expected manner – whether it be real time video/audio conferencing, completion of work , meaningful engagement with teachers through the LMS messaging tools, email, or other communication tools established by the teacher.

Students not engaging are contacted by the teacher.

If the teacher contact is unsuccessful, the administration contacts the student and parent.

If the administration is unsuccessful, the family is referred to our SRO's for wellness checks and personal contact from an officer is dispatched to the student's home.

No engagement from the student will result in a designation of absent.

Continuous lack of engagement in courses may result in loss of credit for secondary students or retention to the current grade for elementary students.

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

Our teachers are constantly monitoring the work the students are completing and providing feedback and support as needed.

Our School Closure Resource pages include links to programs that support ongoing practice and academic assistance.

Our online programs such as Lexia. MindPlay and iReady automatically adjust based on the responses provided by students for somewhat of an individualized approach.

Teachers are compiling student data to identify students with significant learning gaps.

We are currently determining the scope of need to expand summer school (whether online or in-person) to address learning gaps. If we offer eLearning support, we will utilize our LMS following our existing eLearning format.

We are planning for the potential of leaving district owned devices in the hands of all students but specifically in the hands of students needing additional supports during the time between the 2019-20 school year and the 2020-21 school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our Technology Integration Support Team consists of two instructional coaches. One coach provides support at the elementary level while the other coach is assigned to the secondary level. Their primary responsibility during this time is to provide ongoing guidance and support for teachers as they instruct their students remotely through eLearning during this challenging time.

In addition to being accessible via email, Skype, Zoom and phone, the TIS team has created a variety of resources for teachers to reference as needed. As we experience this extended time for providing instruction while away from school, they continue to develop tools to assist teachers as questions and challenges are presented.

Additionally, several of our vendors are providing online professional learning offerings for our staff. For example, Lexia is providing daily national webinars at varying times as well as the Lexia Academy for teachers to access individually during times that work for their schedules

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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.