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| **District or Charter School Name** | Lanesville Community Schools |

**Section One:**  Delivery of Learning

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| 1. **Describe how you will deliver continuous learning opportunities for all students, including special student populations.**
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| Learning will continue through the utilization of our continuous plan for the 2020-2021 school year, beginning on July 29. The plan will provide continuous learning for this year in two formats: traditional learning or virtual learning. Our corporation has been 1:1 for six years with the experience of using elearning for snow days and planned professional development. The instruction for special populations is coordinated through our special education teachers maintaining contact with their students and adapting lessons as necessary. The learning plan will feature asynchronous learning (live streaming) of classes through Web-X to meet the needs of all learners: 100% virtual, quarantine students and those absent for a shorter duration. |
| 1. **Describe how your district communicates expectations for continuous learning implementation to 1. ) students, 2.) families, and 3.) staff.**
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| The corporation uses all channels to communicate the expectations to all stakeholders: email, newsletters, Harmony, Google Classroom, Seesaw, Remind, videos and various outlets on social media. All channels are utilized on a weekly basis to provide updates to our school community. |
| 1. **Describe student access to academic instruction, resources, and supports during continuous learning.**
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| Student access to instruction, resources and support is through lessons that teachers create and post through Google Classroom or Seesaw and students view via live stream. Videos are created in some situations to “teach” or “illustrate” a concept with some time built in for a live, interactive exchange. The instructional components vary by teacher, content level and grade level. Teachers utilize many applications in providing resources and are available for student communication throughout the delivery of the continuous learning plan. For the students without internet access, hard-copies or packets of the work are made available for parent pick-up at the school. |

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| 1. **What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.**
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| Grades K-2: I-padsGrades 3-12: ChromebooksAll teachers have ChromebooksWeb-X licensesClip on microphonesNumerous applications by grade, subject and device |
| 1. **Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**
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| The staff is expected to communicate through all channels and be available any day instruction is delivered. Many of the lessons are live to maintain the human connection and continuity of instruction for all students through Web-X and Google Classroom. Teachers follow up with a personal contact with students/parents not engaged and communicate this information to counselors and administrators. |
| 1. **Describe your method for providing timely and meaningful academic feedback to students.**
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| Teachers are providing feedback to students each week through Harmony, email, Seesaw, Google Classroom and live communication. Grades are being maintained, which looks different on the high school level v. the elementary level.  |

**Section Two:**  Achievement and Attendance

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| 1. **Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**
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| For high school students, the plan provides the continuation of all credit bearing classes and expectation that students work until completion in earning those credits. Students in grades 7-12 will receive grades toward the earning of credits/grades. |
| 1. **Describe your attendance policy for continuous learning.**
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| Attendance will be tracked by students completing the work and engaging in the lessons. Attendance for virtual students and those on a quarantine will be tracked by log-on and communication with the teacher. For those not engaging, personal contact with the student and family will be made by the teacher, counselor and administrative staff. |
| 1. **Describe your long-term goals to address skill gaps for the remainder of the school year.**
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| As a corporation on the Balanced Calendar for 14 years, we have utilized our Intercession Program during school breaks to work with students with a skills gap. Provided we can physically host the first Intercession in October (January, March) this will be an immediate goal during the 2020-2021 school year. Once students physically return and teachers can identify the students in need of tutoring, a program will be developed to provide extra time after school for those with learning gaps.  |

**Section Three:**  Staff Development

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| 1. **Describe your professional development plan for continuous learning.**
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| Fortunately, our prior experience with using devices and delivering remote instruction provides a solid foundation for continuous learning. The PD plan incorporates periodic Web-X meetings among the faculty and quarterly meetings directed by our four teacher technology leaders. Each tech leader has a group of faculty members to interact and update staff from a professional development standpoint. We also have a technology coach available for teacher support each day and our technology director takes care of student and staff technology logistical issues. |

**Once you have completed this document, please complete this** [**Jotform**](http://form.jotform.com/200924428833961) **to share some additional data points and submit your Continuous Learning Plan link. Submission is required by April 17.**