



**District or Charter School Name**

Jac-Cen-Del Junior-Senior High School

## 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.

HS - Primary methodology will be via e-learning resources, centralized on Google Classroom. Students who are unable to connect via Google Classroom will be provided paper and pencil explanations and assignments. This could be a textbook resource or a teacher written explanation and notes. All teachers are available via email, google classroom, Remind.com messaging app, classroom telephone (forwarded to home phones), or video tutoring. Special needs students are provided daily communication with resource teachers. Teachers will make phone calls home to help with homework as needed. Teachers are also available via all the other methods listed above. Resource Room help is available through a virtual resource room (video conferencing) that can also be accessed by phone as well as computer.

JCDE-Our school will be delivering e-learning opportunities using platforms like Google Classroom and Seesaw. Our primary teachers (K-2) will use Seesaw to upload videos and links to deliver instruction. Our intermediate grades (3-6) will utilize Google Classroom to connect to students. If a student cannot access internet or internet access is intermittent, we will deliver paper and pencil packets of resources to those students. Our community has set up at least 5-6 "hot spot" internet connection for families to park and work on lessons in the comfort of their car.

All teachers are available via email, google classroom, Seesaw, classroom telephone (forwarded to home phones), or video tutoring. Each teacher has set "office hours" to be available to assist students. We are also utilizing our fine arts teachers and having them post content to engage with students.

Special needs students are provided daily communication with resource teachers. Teachers will make phone calls home to help with homework as needed. Teachers are also available via all the other methods listed above. Our special education teachers are available to assist classroom teachers in modifying any assignment. We are also holding our ACRs and any case conference that needs to be held with video conferencing.

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

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HS - Communication is vital to the success of the continual learning program. Teachers, administrators, students and parents communicate through email, google classroom, phone calls, Remind.com app messaging, JCD website and JCD Parents Facebook Page.

JCDE - JCDE - Communication is vital to the success of the continual learning program. Teachers, administrators, students and parents communicate through email, google classroom, Seesaw, Classroom Dojo, phone calls, Txtwire (texting app), JCD website and JCD Parents Facebook Page. We are also keeping our routines and traditions as normal as possible. The elementary principal posts videos of announcements and includes his weekly PBIS drawings.

We track any students we have not been able to make contact with and will reach out individually as needed.

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

HS - teachers will either hold live video sessions or record video sessions of lessons and post on Google Classroom pages. All materials for the lesson are provided on google classroom, except for materials needed for lab classes. For these classes, often students are given virtual lab classes or alternate labs they can perform with common household items. For our students without access to electronic material, they will be provided with paper-and-pencil instructions/materials. Teachers are available via email, phone and video conferencing to provide help and learning assistance.

JCDE- teachers will either hold live video sessions or record video sessions of lessons and post on Google Classroom pages. All materials for the lesson are provided on google classroom or Seesaw. Teachers are also encouraged to use our school wide Dojo system as a way to connect and post videos. For our students without access to electronic material, they will be provided with paper-and-pencil instructions/materials. Teachers are available via email, phone and video conferencing to provide help and learning assistance.

Each teacher tracks student participation and phone calls or home visits are made, if needed.

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

HS - Students and staff are all provided with a laptop. Local businesses have expanded their wi-fi fields to allow students and staff to access within the parking lot so they do not have to leave their vehicles. Google classroom is used as a resource. Print materials are sent to those who do not have access to electronic versions. Staff are provided multiple electronic resources in order to prepare high quality lessons, including Zoom meeting, digital textbooks, screen-recording technology, access to supplemental materials such as EdPuzzle, MathXL, Albert.io, Tone Savvy, SmartMusic, and a host of other resources.

JCDE - Students and staff are all provided with an ipad. . Staff members also have a laptop

issued to them. Local businesses have expanded their wi-fi fields to allow students and staff to access within the parking lot so they do not have to leave their vehicles. Google classroom and Seesaw is used as a resource. Print materials are sent to those who do not have access to electronic versions. Staff are provided multiple electronic resources in order to prepare high quality lessons, including Zoom meeting, digital textbooks, screen-recording technology, and access to supplemental materials.

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

HS - Teachers and staff utilize student email, Google Classroom, Remind.com messaging app (or similar), Zoom Video Conference (or similar technology), Google Voice (telephone messaging system). When needed, USPS mail will be used to send materials and information to parents. In addition, Facebook, Textwire, VNN Messaging (Athletics) and other social media resources, and the school website, are used for mass communication.

JCDE - Teachers and staff utilize student email, Google Classroom, Classroom Dojo, Zoom Video Conference (or similar technology), Google Voice (telephone messaging system). When needed, USPS mail will be used to send materials and information to parents. In addition, Facebook, Textwire, and other social media resources, and the school website, are used for mass communication.

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

HS - Teachers are expected to return grade submissions in a very timely manner (a few days if at all possible). Teachers will be updating SIS daily with grades. With many assignments, students are able to check grades almost immediately on Google Classroom. For those without internet, many still access SIS and Google Classroom via cellular phone data. For those who cannot, a member of the administrative team and/or the teacher will make direct phone or message contact with the student regarding academic feedback.

JCDE - Teachers are expected to return submissions in a very timely manner (a few days if at all possible) or provide feedback on the work that needs corrected. We have developed grading guidance that will support our grading scale and the work quality that is submitted. Teachers will be updating our information system weekly with grades. With many assignments, students are able to check grades almost immediately on Google Classroom or Seesaw. For those without internet, many still access our information system, Dojo, Seesaw, Google Classroom via cellular phone data. For those who cannot, a member of the administrative team and/or the teacher will make direct phone or message contact with the student regarding academic feedback.

## Section Two: Achievement and Attendance

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### **7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

HS - All students who are in high school classes are going to be able to earn high school credits. Teachers have designed lessons based on the state standards, and will provide the necessary instruction to help students reach these learning goals. Specifically, teachers have looked for the most important standards (call these power standards or major standards, whatever designation that needs to be given) and build these as the foundation of lessons. Continual review is incorporated into lessons. Upon completing the courses during the continuous learning process, students will be ready to earn credit for their work.

JCDE - N/A

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

HS - Students are expected to participate in learning activities. Students who do not participate in learning activities are considered absent. Teachers have daily activities, though assignments are not due until the following Monday. On this day, a student is considered absent for the day of any learning activity they did not attempt/complete. Attendance is kept on a google spreadsheet and the attendance secretary will update attendance weekly.

JCDE - Students are expected to participate in learning activities. Students who do not participate in learning activities are considered absent. Teachers have daily activities, though assignments are not due until the following Monday. On this day, a student is considered absent for the day of any learning activity they did not attempt/complete. Attendance is kept on a google spreadsheet. We will reach out to the students who are not participating.

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

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HS - The long term plan to address skills gaps is to provide additional assistance and guidance during the course of continuous learning. When a teacher discovers a skill gap, they will provide necessary remediation for that group of students or singular student. Our teachers who teach lab classes are checking with students and providing extra help and remediation as needed. Our special education teachers have daily resource periods (8 hours a day, and an hour each evening) to provide assistance to the special education population of students.

JCDE - The long term plan to address skills gaps is to provide additional assistance and guidance during the course of continuous learning. When a teacher discovers a skill gap, they will provide necessary remediation for that group of students or singular student. Our Title I teacher also checks with students and provides extra help and remediation as needed. Our special education teachers make daily contact with teachers and students to provide assistance to the special education population of students. Our speech pathologist provides resources for classroom teachers to post directly to the students that receive services and will video conference individual students on her caseload. Our teachers plan to provide extensive review at the beginning of the 2020-2021 school year.

## Section Three: Staff Development

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### 10. Describe your professional development plan for continuous learning.

HS - We are having weekly meetings (virtually) to discuss any issues that arise while using continuous learning strategies. As a staff, we troubleshoot any issues and come up with solutions together. Staff will present technologies or resources they have found. We have a shared document that lists resources to help teachers as they continue to develop lessons. We also have shared documents for promising practices regarding continuous learning. Outside of this, we will be working toward preparing for next year, specifically regarding schedules and any PD areas identified by staff. We intend to create "resident expert" groups - teachers will present to each other an area of their strength as a teacher and share strategies that address the learning needs of our students.

JCDE - We are having bi-weekly meetings (virtually) to discuss any issues that arise while using continuous learning strategies. Grade level Zoom meetings will be scheduled to check in with teachers and collaborate for e-learning. As a staff, we troubleshoot any issues and come up with solutions together. Staff will present technologies or resources they have found. We have a shared document that lists resources to help teachers as they continue to develop lessons. We also have shared documents for promising practices regarding continuous learning. Outside of this, we will be working toward preparing for next year. We will continue to work to develop our STEM vision for the school by video conferencing with the teachers on the committee. We will continue to evaluate our textbooks and curriculum for next year and the committee will meet video conferencing.