



District or Charter School Name

Eminence Community School Corporation

Section One: Delivery of Learning

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

Regular Classroom Teachers and Special Area Teachers (Art, Music, P.E.) will deliver instruction and learning activities to all students Kindergarten through 12th grade through online platform tools on Mondays and Tuesdays of each week. Teachers will virtually meet with students Wednesdays for review and support. This gives students a chance to connect with teachers and one another through Google Hangouts (Google Meets). Teachers will be available to students and parents through office hours on Thursdays and Fridays.

For students falling under our special populations categories, parent/guardian communication and data tracking will be critical for ensuring our students have equitable access to the curriculum being provided. Concerted efforts will be maintained to ensure all students have equitable access to meaningful educational experiences. Special populations educators, and assigned school staff will have ongoing communication with students and families via video conferencing, phone calls/texts, and/or email. Through this communication process, staff will identify any barriers or complications that arise during the period of extended distance learning. Assistive technology will be provided as needed to ensure access to the curriculum is provided for all students. Any identified needs will be directed through our Interlocal Director and leadership team to devise a plan to address, and implemented at the local level in cooperation with the school-based team(s).

Data will be utilized in the decision making process to best meet the needs of students being served under special populations. Monitoring of student data may include: Time on tasks, engagement with material or instructional providers, ability to access the curriculum and barriers (tech and comprehension) presenting, opportunities for collaboration with peers, other data points as deemed necessary to guide instruction.

We shall provide guidance and support regarding students' daily routines and self-advocacy. Student feedback will be gathered and taken into consideration for decision making processes. Specially Designed Instruction will remain the norm for our students to address their individual needs as a learner.

Related services will function in an e-learning format as well and will be in cooperation with the parent/guardian of the student to promote collaboration and follow-through with the service minutes.

Communication with our families and students is paramount during this time of extended distance learning. We will adapt to the technological capabilities of the home, and students as needed to ensure our students maintain their access to meaningful educational opportunities. Through our communication process, we will monitor and adjust so that we are not placing any undue stress on parents or families given the expectations of the school.

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

Using Google Hangout, the Superintendent and Administrative Team meet virtually on a weekly basis following Dr. McCormick's live updates. The Superintendent also sends frequent updates to families and staff through School Messenger with follow-up letters through Harmony. Parents are encouraged to email the teacher, principal and/or superintendent with needs and requests.

The administrative team meets every Wednesday with teachers through Google Hangouts. Teachers are meeting individually and in small groups (virtually) on Wednesdays as well. Information is posted on our website.

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

Students will access instruction and learning activities through online platform tools including GSuite tools, YouTube, DOJO and others.

Equivalent instruction and activities are also available in paper form.

Students and parents have the continuous support of our full-time Five-Star IT and support staff. Our teachers also have evening office hours for parents working during the day.

Families and students can access free WiFi in the school parking lot. Additionally, a list of free internet spots in our school community and adjoining communities have been provided to families. Staff can schedule a time with the Superintendent to access materials in their classrooms.

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

All staff have school-issued Chromebooks.

Students in Grades 6-12 have school-issued Chromebooks. Teachers in K-5th grade are working with individual families to provide access to eLearning lessons through family devices or paper and pencil.

Staff and students have the continuous support of our full-time Five-Star IT and support staff.

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

Please see 1 and 3.

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

Students have four days following an assignment to complete the work. Teachers follow up with student questions within 30 minutes. So, long as completed, the student will be counted as present. Teachers will grade this work and we are continuing to enter grades into our SMS, as normal. For work not completed, late work will be accepted and contact is made with the student via email or phone call to check in. Teachers will make personal contacts on Wednesday and be available with office hours on Thursdays and Fridays.

The Administrative Team are making contacts with students enrolled in Indian Online for Spanish and Ivy Tech for our dual-credit courses.

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, Eminence high school students will complete coursework as normal, receive grades, which translate to credits and GPA points. Students are continuing with the Ivy Tech dual-credit courses and the Indiana Online Spanish courses.

8. Describe your attendance policy for continuous learning.

Please see 6.

Teachers are also notifying the administrative team if they are not hearing anything from a student. The team is then making all attempts to contact those families.

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

We have discussed our re-entry plan when we are allowed to return. This discussion has included pre assessments as we enter next school year for critical subject areas such as reading and math. Teachers will be given curriculum maps for the previous

grades and/or subjects.

Summer school may be a part of the picture, but without further guidance from the IDOE on what that looks like, it is hard to fully describe.

If students were credit deficient or retention was being considered prior to March 16, we will still have those discussions with parents, but we realize the challenge students face without the opportunity to meet face to face to close gaps.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Please see number 2.

Additionally, the weekly virtual meetings with teachers address updates, answer questions, and collect requests and needs of our staff.

We have planned with our contracted partner EES to provide professional development on Thursdays and Fridays each week. We feel this is a constructive use of our teachers' contracted time.

Our technology team, Five-Star, is providing numerous quick videos to assist the teacher with common technical issues that arise from elearning.

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.