



District or Charter School Name

MSD Bluffton-Harrison

Section One: Delivery of Learning

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

During the 2020–2021 school year, BHMSD will host a virtual learning option to provide continuous opportunities for all students. This would include student populations such as special education students and second language students as well as students without internet connectivity.

- Special Education Students – Teacher of Service will work with the general education teacher to provide any needed accommodations for the students. Teachers will do small group instruction through the use of Google Meet or send lessons via youtube for more individualized needs.
- Second Language Students – The classroom teacher will provide lessons and support will be provided by the EL assistant through phone calls or during a classroom Google Meet.
- Students without connectivity – If an extended closure happens, students without connectivity will work with the building administrators and counselors to problem solve the connectivity situation. Additional options may be added if allowable via Wells County Health Department. (ex: study hall site)
- Students in CTE, dual credit, and AP classes will follow the same virtual learning guidelines as all other students. (If extended closures, small group lab work may be considered with approval from the WCHD.)

The calendar and student information is listed below:

In planning for the 2020-2021 school year, students will do one of two plans:

1. Traditional, in-person school:

Your student physically attends the school building for all services provided by BHMSD.

2. Virtual Learning:

Your student does not physically attend the school building. Rather your student participates in the learning environment over video conferencing sessions using a school issued device. Students are expected to participate in real-time with the traditional, in-person class sessions (e.g. a high school student is expected to connect virtually with their 1st period class from 7:40 a.m. to 9:05 a.m. or until the teacher concludes the lesson).

In the event of school closure for any reason, all students participate in the virtual learning option outlined more specifically below:

IN THE EVENT OF SCHOOL CLOSURE – ALL STUDENTS:

Virtual Learning will take place on a **2-hour delay schedule**.

Students are expected to sign into the google meet for each class, participate in class, work on the assignments, and complete as assigned. Teachers will be available during the class google meet session and may also be reached via email, video conferencing, and telephone for any students who have questions about instructional tasks and/or assignments. Accommodations will be made on an individual basis for circumstances in which students do not have connectivity to complete the tasks. Assignments will be due the following day unless otherwise assigned.

The Virtual Learning Schedule will be as follows:

BHS – 2 hour delay schedule with 4 periods per day

BMS - 2 hour delay schedule with 8 periods per day
BHES - 10:00 a.m. ELA Google Meet, 1:00 p.m. Math Google Meet.
Related arts and Title Reading services will take place at 11:00 a.m. for K-2 students and 12:30 p.m. for 3-4 students. Reach Room and Special Education students will have individual schedules coordinated by the teachers involved. When teachers are not teaching the ELA or Math block, they will do small group and individual meetings on a regular basis.

Each building will develop a prescription for virtual learning to meet the specific needs of the learners within the building. Teachers will participate in professional development at the beginning of the 2020-2021 school year to acquire skills needed to be able to meet and/or exceed the expectation of the prescription for virtual learning.

Traditional eLearning Day: In the event of a school closure that is a planned day for professional development or extended holiday, students will participate in an eLearning day with assignments posted to Canvas by 9:00 AM and due upon return to school.

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

Communication is the key to the success of our continuous learning. The following outlines communication to all stakeholders:

To Students: Classroom teachers, Administrators, virtual meetings at building level, classroom level, individual or small group as needed. Use of our LMS, Canvas, to post announcements and information for students.

To Families: School Messenger calls, emails, social media including Facebook and Twitter, school webpage with updated information including a Google Form for parents to submit questions which are answered and communicated back to families in a timely fashion and added to a district FAQ (if

needed).

To Staff: Emails, Google Meet at the district level, building level, and team level, School Messenger calls to all staff.

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

BHMSD students have worked in a 1:1 environment for 7 years. Beginning in kindergarten, students have instruction in digital citizenship and keyboarding. Our students utilize their devices with ease.

The BHMSD staff is working diligently to ensure access by utilizing a variety of instructional techniques in the digital learning world. This would include but not limited to:

Learning Management System - Canvas
Google Meet
Zoom
Screencastify Lessons
YouTube lessons
Q & A Sessions
Individual communication with teacher

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

Students in grades K-4 utilize iPads and the LMS Canvas to access their eLearning.

Students in grades 5-12 utilize ChromeBooks and the LMS Canvas to access their eLearning.

Staff have MacBooks and iPads.

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

Educators are expected to connect with students through Google Meet and the Canvas LMS. Additionally, educators take attendance using Power School and reach out via email, phone, or an app such as Remind to check in on students who are not attending virtual sessions or not completing work. For students without connectivity, teachers, counselors, and administrators are working with families to find a solution.

Non-classroom teacher staff will reach out to students they serve in various ways. The list below are options, but is not fully inclusive of opportunities that staff may arise:

Title I/Tiger Club staff - Title I will host meets at 11:00 for grades K-2 and 12:30 for grades 3-4. Tiger Club staff will host meets at 10:30 for grades 5-6 and 12:30 for grades 7-8.

RTI/MTSS intervention times will be scheduled 4 times per week by the adult doing the intervention with the student. (BHES, BMS)

Related Arts Staff - (BHES, BMS) Art, Music, PE, Technology, Health at BMS) - Google meets at 11:00 for grades K-2 and 12:30 for grades 3-4. At BMS, times are in alignment with the regular schedule.

EL staff - Classroom teacher of EL students in daily google meets, EL assistant attend google meets for ELA on a regular basis and assist over the phone to connect with EL families.

School Nurses - Health checks on students with health plans and students who are in self-quarantine due to COVID-19.

School Counselors - Google meets scheduled for whole class, small group work and individual google meets, phone calls, and emails with high-risk students.

Assistant Principals and Principals - Checking with the families of students who are not attending virtual meetings nor completing work through phone calls or home visits.

SRO is accessible to do student well checks.

Instructional Assistants - Assistant may be asked to work with remediation groups, Tier 2 and/or 3 interventions, small group work, or check-in on students for various reasons (All of these would be assigned and supervised by a certified staff member.)

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

Feedback is imperative to the learning process. Assignments submitted are graded and feedback provided by the classroom teacher through Canvas. Grades are submitted via PowerSchool. Parents have access to assignments/grades via PowerSchool. Weekly updates are emailed to parents. Students may be invited to attend remediation sessions using Google Meet which are in addition to the regularly scheduled virtual meeting times. Parent conferences will take place with virtual learners to coincide with those attending traditional school. (2 times per academic year).

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.**

Students at BHS will earn high school credits:

Students in grades 9-12 (and any 8th graders taking a high school course for credit) must participate in virtual learning opportunities and complete assignments. Students who fail a course will not receive credit and may have to retake the course or recover the credits in a designated program.

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

Students are being counted as present in the three buildings as follows:

BHS: 1st period teacher takes attendance in PowerSchool. All other periods take attendance, but not in PowerSchool.

BMS: 1st period teacher takes attendance in PowerSchool. All other periods take attendance, but not in PowerSchool.

BHES: Classroom teacher takes attendance in PowerSchool during the AM session each day. The teacher takes attendance in the PM session, but not in PowerSchool.

Individual circumstances will be considered and attendance

reported accordingly.

In all three buildings, teachers follow-up on attendance. If a student has not checked in by the end of a school day, the teacher reports to the administrator or counselor who does a follow-up and involves the SRO as needed.

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

BHMSD is aware of potential skill gaps due to the extended eLearning platform during the 2019-20 school year. Utilizing our quarter 4 reporting term and the beginning of year NWEA results in August 2020, the teacher for the 2020-2021 year will be able to determine how involved students were in eLearning and will be able to adjust the beginning-of-year curriculum map as needed. Recovery services may be needed for all students which may include: small group classroom work, Title I at BHES, Tiger Club at BMS, RTI/MTSS interventions, and other differentiated learning groups to assist in recovery from lost learning time at school.

Tiger Club teachers will reach out to small groups of students and/or individual students to do Google Meets for individualized or small group instruction as scheduled. Students in the RTI/MTSS process will be scheduled for intervention time with an appropriate staff member at least 4 times per week. Data will be collected and utilized in the RTI/ MTSS process.

BHES: Title I Reading teacher should login 2 times that day as well at adjusted times: 10:30am and 12:30pm. Designate 10:30am for K-2 students (5-10min) and 12:30pm for Grades 3-4 students (10-15min) to provide tiered support instruction.

All students will receive traditional letter grades used in the grade level assigned. Grades will be as follows:

K-2 Plus, check, minus

Grade 3-12 Letter grades

Students in grades 9-12 (and any 8th graders enrolled in a high school course) who fail a course will not receive credit and will have to retake the course or recover the credits in a designated program in the summer of 2021.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Principals in each building will coordinate professional development efforts in each building based upon their School Improvement Plan goals and activities.

Staff will be expected to complete 18 hours of professional development during the 2020-2021 school year. This includes district training (before school, Wednesday mornings) required. Other training can be work selected from our online Canvas Staff Professional Development Module or content area training.

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.