



District or Charter School Name

MSD of Decatur Township (5300)

Section One: Delivery of Learning

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

Due to the high number of positive cases in Marion County coupled with the recommendation by Dr. Caine, Executive Director of the Marion County Board of Health, MSD of Decatur Township uses an in-person “hybrid” model for our secondary level, which includes Decatur Middle School, Decatur Central High School and Decatur Township School for Excellence. Our Elementary schools, grades K-6, (Liberty Early Elementary, Blue Academy, Gold Academy, Stephen Decatur, Valley Mills and West Newton) will remain as a full “in-person” option or provide a full Remote Learning option. While students attend school in the building five days a week at the elementary level, the hybrid model at the secondary level provides for two days of in-person instruction at 50% capacity with the other three days as remote learning days. This hybrid model or a full remote learning option are the two mediums of instructional delivery at the secondary level while full in-person or full remote learning exists at our elementary level.

Grades 1-12, General Education students all have hotspots for internet service, and an ipad device that works with our learning platform, called Canvas. We also use a mix of Google slides in order to ensure all students have access to the curriculum based on their abilities and support from home. All core subjects are curricularly mapped to align both vertically and by grade level. Each grade level is focused on intentional pacing with scope and sequence of content in alignment with our Indiana State Standards. Teachers have created and taught lessons via zoom as well as do classroom check-ins daily with their students. Teachers communicate daily with special education teachers, ELL teachers, students and families. All students have assignments that need to be completed as well as checks for understanding daily in order for the teacher to ensure an understanding of that day’s lesson.

Although the programming will look different at the elementary and secondary levels due to being in person versus hybrid or even full remote learning, the way we communicate with our students with special needs and ELL students will remain the same.

All Teachers of Record will still cover services and minutes for our students regardless of the learning option families have chosen for students. Teachers of Record for special education students are communicating with general education staff, building administrators, related service providers, parents, and students to ensure accommodations, modifications, services, and supports are being implemented to the maximum extent possible during the extended school closure. Teachers of Record, Speech/Language Pathologists, Occupational Therapists, and Physical Therapists are using a variety of methods to communicate and provide distance instruction and teletherapy through the use of Zoom and phone conversations. Additional communication happens through email and text messages based on the preferred communication methods of parents. Special education students have access to the same technology as their general education peers. If the case conference committee has determined that pencil/paper work is more appropriate, then pencil/paper work is being provided.

English Language Teachers are communicating with general education staff, building administrators, community partners, parents, and students to ensure the implementation of ILPs. EL teachers are communicating via Zoom and phone conversations, and have access to interpreters to communicate with the students and families to address any questions. Additional communication happens through email and text messages based on the preferred communication methods of parents. English Language Learners have access to the same technology as their general education peers.

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

For all remote and hybrid learning options, the following are the expectations: All students, staff and families have a general scope of expectations through the Decatur “APP” framework. “A” stands for the required attendance that students need to do by simply logging in daily. “P” stands for the need for student participation with teacher/class after logging in and interacting with his or her peers/teacher. The last “P” is Proficiency. This is the next step in the progression that all students need to learn, acquire and internalize the skills that are being taught within the learning environment. This progression of learning encompasses all grade levels and courses of study.

All expectations are communicated from teacher to students/parents through canvas and other forms of technology, like email, zoom or even platforms such as ClassDojo and Bloomz. Daily and weekly expectations are pushed out to provide the type of syllabus students and families need in order to keep pace and prepare for when instruction is taking place with the teacher.

Principals and specialized programs such as special education, high ability and ELL all have direction and support provided by specified personnel accordingly. Special education students and their families receive district expectations for continuous learning implementation the same as their general education peers. In addition, teachers of record and general education teachers are communicating expectations based on the students' IEP via email, Zoom and phone calls.

English language learners and their families receive district expectations for continuous learning implementation the same as their general education peers. In addition, EL teachers are working with community partners and interpreter services to communicate and answer any questions for students and families to confirm understanding of expectations and provide support.

Special Education Teachers, English Language Teachers and High Ability Teachers receive their communication expectations through phone messenger service and from their respective supervisors. All communication shared has a foundational document provided by the Superintendent and Asst. Superintendent to keep school-wide alignment of expectations. Additionally, Zoom meetings are used to check in and communicate with all special education teachers, related service providers, ELL teachers, and school psychologists.

For our in-person full time students, the expectations are traditional in nature.

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

All student populations: General education, Special education students and English Language Learners have access to the general education academic instruction, resources, and support as their peers. Special education students also have access to additional resources that are delineated in their IEPs through phone calls, emails and Zoom meetings with special education and general education teachers. They continue to be provided their accommodations, modifications, and services. Specialized resources, such as, i.e. Co-writer, Snap and Read, communication devices, and support from special education teachers and related service providers are also available based on individual students' needs. Students

with more significant disabilities continue to have access to their specialized curriculum, Unique Learning Systems, which is based on grade level Content Connectors.

English language learners have access to the general education academic instruction, resources, and support as their general education peers. They also have access to additional resources that are delineated in their ILPs through phone calls, emails and Zoom meetings with EL teachers and general education teachers. The EL staff has access to interpreter services as needed to communicate and support students and families.

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

- iPads
- Mac computers
- Chromebooks
- iPods
- Keyboards
- Earbuds/headphones
- Unique Learning Systems
- Co-writer
- Snap and Read
- Prizmo Go
- CANVAS
- Communication Devices
- ZOOM
- Google
- LTC - interpreting service
- APEX - online learning

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

All educators, including Special Education teachers and English Language teachers, are expected to provide daily instruction Monday through Friday. Teachers are still required to participate in PLC's as grade level teams. Each teacher must be available to answer questions daily.

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

- Academic feedback for our Special Education or English Language Learners is the same as their general education peers.
- Daily instruction and interaction will occur with students in person traditionally or remotely via Zoom, email, CANVAS, and LTC (call system for translation services)
- Written and oral feedback are both provided on all assignments for all students.

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.

- Grades K-12, traditional education expectations are in place for all students, either in-person or through remote learning through coursework mastery and credit earning achievement.
- Special Education and English Language Learners have the same opportunities as their general education peers. Those students have chosen pathways and are completing their classes for credits.
- Students that are on APEX are still completing credits on that online forum as well.

8. Describe your attendance policy for continuous learning.

Teachers will take attendance daily via Skyward for all students and all courses regardless of whether in person or remote learning was chosen.

The attendance policy for Special Education and English language learners is the same as their general education peers, unless attendance was addressed in the students' IEP.

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

- Since we are beginning a new school year, we will focus on early assessment for all of our students K-12 in order to locate any achievement gaps from the Spring semester to remediate and support skill building for content mastery.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

- All building leadership teams will have weekly ILT's (Instructional Leadership Teams) and weekly grade level and content level PLC's (Professional Learning Communities).
- Special Education and English Language Teachers will continue to attend their school-wide professional development in conjunction with the general educational professional development.

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.