



District or Charter School Name

Randolph Eastern School Corporation
(6835)

Section One: Delivery of Learning

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

North Side Elementary:

Will be delivering learning opportunities to all students through a hybrid approach. K and 1 are using more of a “blizzard bag” concept with virtual meetings for students who have the abilities to connect with the teachers. Grades 2-6 are doing digital eLearning. Students have Chromebooks and content is being handled through Google Classroom. E-mail and Google Meet are being utilized for conferencing and communication. Tele-therapy is being delivered through phone calls, Google Meets, and recorded content managed in Google Classroom.

Union City Jr-Sr High School:

All students in grades 7-12 have a chromebook of which they can participate in eLearning. As a corporation we spent 2 years preparing for eLearning and have participated in eLearning for the past two years. Though this is an extended period our expectations have changed very little. All of our teachers and students have been using Google Classroom as a source for guiding instruction rather in the classroom or working remotely. This resource allows us to provide a consistent learning platform that our staff and students are accustomed to.

For our special populations we have mobilized our Special Education department as well as our EL department to assist and meet our students needs. Teachers are being asked to customize learning for these students and that is being carefully observed by our trained staff in both areas.

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

- Students have participated in eLearning before, so the standard has already been established in many ways, but teachers are communicating with students through email, Google Classroom, and virtual conferences in the form of Google Meet. PowerSchool Gradebook is also a tool in providing expectations.
- School Messenger, a global calling service, and email is used to formally communicate with parents. Also the corporation takes advantage of online resources such as Twitter, Facebook, and the RESC website to deliver parent information and expectations. We also have our own TV studio of which we use to broadcast live information on social media, youtube, and our local cable channel.
- Staff members are actively communicated with through emails and virtual conferencing such as Zoom Sessions and Google Meets.

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

Most instruction and resources are managed digitally through Google Classroom. Students and teachers are well versed in logging in and using this resource. Students are free to email their teachers or any school staff member at any point. If students have issues with their devices they can reach out to the tech department and exchange their device for a loaner while it is repaired.

North Side:

Student resources and instruction are posted by their teachers to Google Classroom. They email their teachers for support and many teachers are holding virtual lessons with Google Meet. Teachers also monitor progress with Lanschool AIR and use it to message students that need guidance or ask for help.

High School:

Student resources and instruction are posted by their teachers to Google Classroom. They email their teachers for support and many teachers are holding virtual lessons with Google Meet. Teachers also monitor progress with Lanschool AIR and use it to message students that need guidance or ask for help.

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

All the teachers have Windows laptops with a webcam. Students grades 2-12 have Chromebooks with webcams. Students and teachers use Google Classroom and G Suite. The teachers have access to Google Meet for virtual meetings, as well as screencastify to record lessons and share them. Other software tools available are: MYON, Lanschool Air, FlipGrid, Padlet, Seesaw, Remind, etc. They are also using their interactive Whiteboard tools and document cameras to create lessons.

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

Randolph Eastern uses the following platforms to facilitate communication with our students, families, and all other stakeholders. Our communications are ongoing and continuous. Any on-the-spot updates are pushed out via Facebook and/or School Messenger (Powerschool). Communication between teachers and students takes place mainly on google classroom and email. Other communication routes are dependent on the grade level and teacher.

Resources:

Email
Google Hangouts
Google Classroom
Remind App
Social Media
See-Saw
ScreenCastify
School Messenger (One-Call)
KISS TV

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

As a corporation, we strive to provide timely and meaningful academic feedback via google classroom. While students are working on their assignments, teachers have the opportunity to provide “real-time” feedback to help guide students down the right path. Teachers are obligated to manage their emails during eLearning days so they can keep the communication ongoing. Furthermore, teachers are also utilizing Google Meets/Hangouts to have video conferences and even lessons with their 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.

Yes, RESC will continue to provide students with continuous learning through eLearning days. Students will earn and receive high school credits based on the classes they are currently enrolled in. Based on the DOE's guidance, the 4th 9-weeks will not negatively impact our students' grades, the 4th 9-weeks CAN improve our students' grades however. We have developed "Hold Harmless" language saying that all students would earn a semester grade, no lower than their 3rd nine weeks grade if they remained engaged in our eLearning requirements. The exception would be Dual Credit classes, which will follow the issuing college's requirements.

8. Describe your attendance policy for continuous learning.

North Side Elementary -

The attendance policy we have established at North side Elementary requires a student to sign-in and attempt to do a lesson on our eLearning platform (google classroom) this is our indication of participation for the day. Students who do not log-in during eLearning are considered absent for that given day.

Jr-Sr High -

The Jr-Sr high school teachers provide a google form for students to fill out with each lesson and the attendance is then uploaded into our SMS.

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

North Side:

The long-term goal to address the skill gaps for our students will come in the form of actionable data. Since our students departed at the end of the 3rd 9-weeks grading period, we will use that as our final data for the 19-20 school year. As we return to school for the 20-21 school year, we will use that final data as a starting point. It will be critical that the first 3-4 weeks of the new school year focus on the standards not covered during the 19-20 school year.

High School:

The long term goals throughout the course of this school year is to monitor and maintain the knowledge our students had prior to the school closure. We anticipate skill gaps when our students return and it will be very important to use our formative assessment tools in August to see what information our students learned and retained during the closure. This will dictate or RTI during the 2020-2021 school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

At Randolph Eastern we have consistently had high standards of professional development for our teachers during eLearning. On a typical eLearning day our teachers are expected to upload lessons, hold 2 office hours and complete 2 hours of professional development. Our teachers have been participating with a local book study, and have been asked to provide feedback weekly to the administration on google form sharing how they grew professionally that week. During this continuous learning time we have committed to holding this standard throughout the corporation.

North Side Elementary:

North Side teachers are scheduled to take part in their local PLC's every Thursday morning to discuss student performance and to discuss and share what they are doing with their lessons. We have also asked them to work with their grade level teams on Wednesdays to completely reconstruct our ELA curriculum map. This will take 3-4 weeks and after each grade level has completed this expectation. Once this is completed the teachers will be given individualized digital PD opportunities, that include the IDOE's "Science of Happiness" course, google certification courses and many other digital options.

Jr-Sr High School:

Jr-Sr High teachers are also scheduled to hold discussions with their PLC's weekly as well. The Jr-Sr High teachers also have been given a hyperdoc that has many different digital professional development opportunities for them to take part in. Teachers are expected to report back to their building level administration via google hangouts or by filling out a google form on a weekly basis.

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.