



District or Charter School Name

Madison Consolidated School Corporation

Section One: Delivery of Learning

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

We are using a hybrid eLearning approach. As a district that has been doing eLearning for a number of years, we are well-positioned to deliver long-term instruction in this manner. The vast majority of our students are receiving instruction via digital medium three days each week. In those instances where internet is a problem, paper replication of communications and assignments have been distributed during our food pick-up times, and in some instances have been mailed via US Mail.

Special Education students have all been specifically contacted by their TOR to make sure the parents and students continue to receive the assistance they need as they move through this time. In one specific instance, an SLP has contacted their parents on the phone, has mailed packets with activities to each student, and has held online Google Meetings with students in a one-on-one format to continue services. In another instance, our PT instructor has led online sessions with her students with the assistance of those student's parents to go through exercises comparable to what they would have received in person at school.

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

Communication of expectations for continuous learning implementation to:

1. Students has occurred via Google Classroom and Meeting, email, social media mass notices, direct phone calls to students, mass phone calls, packet pick-up at food distribution locations, and US mail;
2. Families has occurred via email, social media mass notices, direct phone calls to students, mass phone calls, packet pick-up at food distribution locations, and US mail;
3. Staff has occurred via email, Google Meeting virtual meetings, and direct phone calls and texts.

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

Student access occurs via Google Classroom and Meeting, email, direct phone calls to students, packet pick-up at food distribution locations, and US mail. Interventionists are meeting with students on a weekly basis. These students are currently identified from formative assessments and screenings that have been done throughout the year. Interventionists are meeting via phone calls, Google Meets, and are providing supplemental practice in the areas of reading and mathematics. They have received training on lesson delivery from our technology department.

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

All of our typical resources are available to staff and students in order to make our eLearning function well. All students in grades K-2 have an iPad and charger, while all students in grades 3-12 have a Chromebook and corresponding charger. In addition, “curbside tech help” has been implemented at buildings around the district where students/parents can bring their defective devices in for assistance from their cars.

In addition, we have deployed WIFI-capable school buses around the District to give families who are struggling with WIFI access another means to get access. Students are able to either sit outside near the bus or in their parent’s car while using our WIFI.

Further, one of community partners, Metronet, has increased the reach/strength of their WIFI in areas where there are parking lots available for parents to park while their students access their WIFI signals as well. This has occurred in several locations around the District.

Buildings/classrooms are still available for teachers to use as needed and all staff have the devices needed to provide this type of extended eLearning.

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

Teachers are expected to make contact daily on the scheduled eLearning Days. As noted above, we are holding eLearning days three days each week through the end of the academic year. This connection is typically done inside of Google Classroom, but many teachers are holding virtual meetings via Google Meeting.

Special Education teachers have been given the directive to

make phone contact with their parents whose students they are the Teacher of Record (TOR) for. During these calls, the TOR is to determine any further supports the families need and how eLearning is going. Many teachers have made contact with their families, but there are still some parents who are actively avoiding contact with the school and have proven difficult to get in touch with during this time.

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

As always, teachers are expected to get materials graded and back to students as quickly as possible. No specific timeline has been given, but turn around on feedback is expected to be quick in order to make the eLearning environment work.

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.

High school credits are able to be earned. The spring semester grade calculation has been adjusted for all credit-bearing classes. The new formula makes the first quarter worth 60% of the final grade and the second quarter worth 40%...with no final exams given in any course. Students are to continue doing their assignments and projects via our eLearning platform. Labs have been converted into virtual experiences and assignments have been adjusted to provide more value-added experiences versus simple worksheets.

It is our expectation that all students must pass any credit-bearing class in order to earn the credit for the class. Grades earned this semester will reflect the grades earned via the adjusted model noted above. This includes senior students.

8. Describe your attendance policy for continuous learning.

Completion of assignments by their due date has been the method we do attendance. In some instances, a virtual meeting held at a specific time has been used as well. Our understanding is that the State has absolved schools of turning in any attendance report, so this process of calculating attendance has been very reduced/relaxed as we move forward.

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

As always, teachers are expected to identify and address skill gaps continuously. Goals are still in place for Special Education students and teachers are reaching out to all of these families to provide assistance and service opportunities. We recognize that some students will benefit from summer remediation if we are able to deliver any and that the beginning of the year may look different than what we've done in the past in order to address skill and knowledge gaps created or exacerbated by this situation.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We have been providing a great deal of online resources both formally and informally to help address any specific or general needs. We are planning on increased PD for teachers regarding common formative assessments, standards-based report cards, and literacy initiatives. Teachers have tech support hours each Wednesday through Google Meet. Ongoing resources are collected and shared via Google Docs for teachers to access when needed. Teachers attend weekly meetings as a staff and as grade levels to discuss specific needs and share resources.

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.