



**District or Charter School Name**

2650 – Caston School Corporation

**Section One:** Delivery of Learning

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

Caston School Corporation has established eLearning protocols delivered through the Canvas LMS for students in K-12. Caston has 1:1 technology. iPads are the device each student utilizes. For extended eLearning, Caston will utilize conferencing tools, (Zoom, the Big Blue Button (conferencing in Canvas) and Google Meet), to present to students virtually. For 15% of our students without the internet, students are provided assignments through paper. We have additionally advertised multiple WIFI hotspots throughout our district, including our school parking lot which are accessible from automobiles. Special Education Teachers utilize conferencing tools to meet with special education students and their parents on each eLearning day to meet IEP requirements. Accommodations are being made in eLearning assignments for special education students that are similar to those that were being made in the classroom. Additionally we are utilizing our aides to also reach out to students to give more one/one assistance and time as needed. Special education teachers, in cooperation with the parents, are also providing lifeskills activities which the students can complete at home to address those that were being reinforced at school and in the community. Our Literacy Coach is being utilized to reach out to students to continue with remediation strategies that were being utilized with students in Tier 3 interventions, as well as our ELA students. ELA students are monitored virtually by licensed teachers. ILP accommodations are applied to online assignments and assessments. Translated materials are provided to students. Lexia Learning is utilized to support phonics development for Level 1 students.

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

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- 1.) Teachers and principals have prepared and communicated eLearning expectations for students. These expectations are reviewed to students each year.
- 2.) The Caston School Corporation eLearning Expectations are posted under the Parent tab of the school corporation website. Parents are also sent eLearning expectations through email and social media. With the extended eLearning time, plans have been modified and communicated with parents.
- 3.) Teachers receive eLearning expectations at the beginning year. Through the extended eLearning changes, staff have been provided in person, online meetings, and expectations in writing. Teachers have also been provided with IDOE guidance on the extended eLearning expectations.
- 4.) All stakeholders received documents and video updates through email and other social media outlets regarding expectations and implementation of eLearning.

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

1. All teachers will provide instruction on eLearning days through Canvas, our school wide LMS.
2. Instruction and support will be provided using video tools (Canvas, Google or Zoom Conferencing and other tools teachers may have already used in class) for all classrooms. Teachers can also choose to use a pre-recorded video lesson or an interactive format that uses a live video with student responses and engagement with live dialogue followed by additional teaching points. Any live sessions will be recorded and placed on your Canvas page as a link for students that may be checking into class later during the day or evening.
3. eLearning material assigned by teachers will cover content that would have been addressed on a traditional school day; this is the very essence of blended learning. To further clarify, eLearning lessons may introduce new topics or they may expand upon recent instruction in order to add depth to previous learning.
4. Due to the nature of this extended eLearning, teachers will provide support by following up and assisting with all students not completing assignments.

This may be through email, phone calls or live video conferences when possible!

5. Administration will also provide support to staff, students and parents through continuous communication (through email, video recordings, social media, etc.) regarding all eLearning information that needs addressed throughout the extended time frame.

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

- iPads (1:1 for grades K-12)
- Macbooks
- Canvas as LMS
- Zoom, Google and Canvas Conferencing
- Digital textbooks previously being utilized in classrooms
- A variety of digital curriculum options for core content areas
- Courses through Odysseyware

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

- video conferencing live with students during each day of eLearning
- email
- Remind app
- class DoJo
- Canvas
- SeeSaw
- phone calls
- Newsletters
- notes mailed home
- Delivery system that has been established to get materials back & forth for some students
- Pop-up on school website with timely information regarding eLearning as a result of COVID-19 Closure
- Superintendent is doing a weekly video update on Facebook for families

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

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- Video chat consultations
- Daily publicized office hours
- help sessions (teachers request to meet w/ students struggling &/or students seek assistance during the scheduled time)
- Email contacts to students and/or parents
- Parents are also contacted if a student falls behind or fails to do the assigned work

## **Section Two: Achievement and Attendance**

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### **7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Yes - each student enrolled in a course is expected to complete the course and fulfill the requirements in order to earn credit.

1. eLearning lessons reflect the most important content necessary for students to master for the course that would have been addressed if school were in session.
2. Even though it is more challenging to move forward in the instruction of new material through online methods, teachers continue to introduce new material as classes progress, and then are doing their best to reach out to students and deal with individuals who are struggling. Teachers are adjusting instruction to rely entirely upon online strategies, and building upon previously introduced concepts whenever possible.
3. Lessons include an instructional component, practice application, and assessments - demonstration of learning, which is being evaluated and assessed by the teachers.

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

Daily Check-in's with teachers for each course/class is required. Participation and work completion are evidence of attendance as well. Teachers are to immediately contact their Principal if a student fails to participate over a period of time, and this is followed up by a contact with the student and the parent. The parent is required to report to the school administrator if the student is ill and unable to complete the work.

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

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- Students who were participating in remediation at the time of school closure are being provided with additional support through the use of instructional assistants, instructional coaches, interventionists, and teachers. Because these are the students greatest at risk, safety nets to assure their continued progress are being put in place to the greatest extent possible to avoid further gaps in learning.
- Collaboration between grade level teams and subject departments is ongoing to help ensure a proper starting point for the 20-21 school year.
- Necessary remediation, review, and adjustments to curriculum maps will occur so that standards are covered and the continuum of skills is assured.
- Review of standards currently being taught remotely will occur once school resumes to the greatest extent possible, so that students have built-in reinforcement and the learning gaps that may have widened can be closed.

## Section Three: Staff Development

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### 10. Describe your professional development plan for continuous learning.

- Five waiver days were utilized for professional development to transition teachers from our normal eLearning procedures to the demands of the extended remote learning.
- Teachers have been surveyed in groups and individually for professional development needs weekly through staff meetings and check ins.
- Online professional development resources are shared weekly through a Curriculum and Instruction Newsletter.
- District instructional coaches continue to plan and meet with teachers as needed.

**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.**