



District or Charter School Name

Brownsburg Community School Corporation,
#3305

Section One: Delivery of Learning

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

BCSC will offer in person learning as well as at home learning opportunities. In person learning will look very similar to what in person learning has looked like in the past while providing social distancing for students and staff.

For students in grades K – 12, Schoology will be used as the Learning Management System for at home learners. Students in grades K – 5 will be assigned to a classroom teacher who will only provide instruction to at home learners. Instruction for at home learners will be delivered through recorded lessons and virtual live instructional sessions. Students will receive instruction daily for English, reading, and math. Science and social studies lessons will also be provided throughout the week. Students in 6 – 8 will be assigned to an academic team. The teachers providing instruction will teach class periods to students attending school in person, and they will teach class periods to at home learners. Students will receive instruction through recorded lessons and virtual live instructional sessions. Middle school instruction will be provided for English, math, social studies, and science each day. High school students will receive instruction in a combination of ways, similar to what is being offered at the middle school, high school courses with 20 or more at home learners will be offered through live virtual class sessions. The majority of our AP and DC courses will be offered through an independent study. Many of our electives will be offered through the use of Edmentum courseware.

Comprehensive Special Education and ELL continuity-of-service plans have been developed and shared with relevant stakeholders.

In Special Education, separately delineated touchpoints and expectations have been developed for staff serving LRE 50 inclusion, LRE 50 Consultation Only, LRE 51, LRE 52/53, BECC, and Therapeutic services. Each of these staff roles has a matrix outlining how they will support ongoing academic programming at the elementary, secondary, and district level. In consultation with OSEP and IDOE, plans have been developed and communicated regarding the support and continuation of: child find, transition services, evaluation, reevaluation, IEP development, case conferences, progress monitoring, compensatory services, and technology access. Contact Director of Special Education Jennifer Dezarn-Lynch for further details of the comprehensive special education delivery plan.

In ELL, separately delineated touchpoints and expectations have been developed for staff serving English Language Learners in academic student support roles and collaborative staff support roles. In consultation with IDOE, plans have been developed and communicated regarding the support and

continuation of: placement testing, parent engagement, equitable access, and scaffolded instructional support. Contact Coordinator of Special Programs Julie VanLiew for further details of the comprehensive ELL delivery plan.

BCSC's Continuous Learning Plan calls for ALL BCSC staff to be making routine and regular contact with parents and students to monitor progress, and the Special Education and ELL staff have roles within that structure as well.

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

Communications regarding the BCSC Covid-19 response are communicated via our website at <https://www.brownsburg.k12.in.us/covid19-updates>, through targeted stakeholder emails via the Blackboard/SMORE system, via our Facebook presence, and via our twitter presence. And, we continue to make regular use of our email and phone communication channels.

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

Students who are learning at home will pick up instructional materials, including laptops if requested, on July 28 and 29. Instruction will begin on July 30th. Additional instruction resources will either be mailed or parents will pick up resources. Teachers will post instructional materials in Schoology for students to access as appropriate. BCSC is prepared to provide hot spots as needed to provide internet access to families.

Throughout at home and in person learning, parents and students are encouraged to communicate directly with classroom teachers. These teachers are prepared to work with families throughout the learning process.

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

All BCSC staff have a BCSC provided tablet device, as well as access to Remind and Zoom technology for facilitated virtual communication. All at home learning teachers and teachers in grades 6 – 12 also have access to the Schoology platform.

BCSC grade 12 students have a 1:1 computer initiative. If at home learners in grades K – 11 need a laptop to access Schoology and virtual instruction, BCSC is providing them.

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

Staff members will communicate to parents through weekly newsletters, emails, Remind messages, or through building communications. Additionally, individual communication through emails and phone calls will occur throughout the year.

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

All students, whether in person or at home learners, will receive feedback from teachers. That feedback can come in the form of grades on papers, written comments on completed assignments, small group interaction, and grades posted in PowerSchool. There is an expectation that at least one grade or other form of feedback is given in each subject weekly.

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.**

Through the Schoology platform, students in grades 9-12 will complete required coursework to meet the requirements of a course to earn academic credits toward graduation. All High School credit bearing work will be collected, appropriately scored, and receive appropriate feedback targeted towards determining proficiency. Students taking Edmentum courses will have their work evaluated by a teacher to determine final grades and whether or not a credit is earned.

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

At home learners are expected to be in attendance each day. Teachers will take attendance through a variety of means – participation in class discussions, logged time on Edmentum and Schoology, exit tickets, completion of classroom assignments. Students who are not attending at home sessions will be contacted by our school counselors and placed on attendance contracts. When necessary, Project Attend and/or Department of Child Services will be contacted and involved with an attendance situation.

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

Students will receive remediation and intervention when their performance on assessments does not meet district expectations. Remediation and intervention will take place through online supporting programs such as Math XL, Aleks, Successmaker, etc. When possible, students will receive small group interventions during scheduled virtual classes.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

The teachers providing instruction to our at home learners will continue to participate in our time-honored PLC structure. For many years, BCSC schools have built and participated in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediate interventions necessary to close achievement gaps.

These PLCs provide the professional support and development our staff needs for continuous learning.

Additionally, PD has been offered and will continue to be offered to our teachers of at home learners in programs such as Schoology, Ed Puzzle, and Loom. These programs will help support our teachers and students.

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.