



**District or Charter School Name**

Monroe County Community School Corporation

**Section One: Delivery of Learning**

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

The Monroe County Community School Corporation has created a Contingency Learning Plan that has been in place since Wednesday March 25, 2020. This plan has been developed to ensure equal access to learning opportunities for all students, including students with disabilities, students who are English Language Learners and other special populations. We are using a hybrid model that includes on-line learning (virtual) and extended learning (non-virtual). Our Learning Management System, Canvas, serves as the foundation for our Continuous Learning Plan. Students and teachers are able to access lessons, materials, and online resources through this platform.

All students in 3rd-12th grade have corporation-issued devices (e.g., iPads or laptops) at home for on-line learning that is anchored through our learning management system, Canvas. Kindergarten-second graders participate in extended learning and receive educational handouts from their teachers and will continue to receive supplemental instruction through non-traditional methods (e.g., PBS, video, home based learning experiences, etc.). Initially, our Contingency Learning Plan was designed to run Monday through Friday with online and extended learning occurring five days a week. However, we received feedback pretty early on and made the change to shift to online and extended learning Monday through Thursday only (this change began the week of March 30, 2020). Our Contingency Learning Plan includes instruction and engagement for students Monday-Thursday with the following grade-band guidelines:

- K-2: ½ -1 hour
- 3-6: 2-3 hours
- 7-12: 3-4 hours

Fridays are non-instructional days (waiver days) for students so that teachers can collaborate and plan for the following week and students can opt to catch up on any incomplete work from the week or focus on relearning or accelerating their lessons.

Staff will use additional tools and strategies for the delivery of instructional content, including the provision of online or virtual instruction, instructional calls, and other curriculum-based instructional activities.

Communication and collaboration with parents to be understanding and sympathetic to their needs under the current circumstances has been and will continue to be the foundation for decisions regarding the delivery of learning opportunities to students receiving Special Education services. All Special Education teachers contacted families during the first week of closure to check in with how they and their students were faring, and to work with families to establish times, opportunities and alternative means to address IEP goals. Special Education teachers will continue to work with families to address student and family needs, including working

with families to determine what forms of low, mid, and high technology are appropriate in this situation for each student and family.

MCCSC Special Education staff have developed and will continue to implement an extensive array of alternative methods to work with students in Early Learning through our 18-22 year old program. There are multiple examples of this, from collaborating with teachers on general education Canvas courses, making accommodations, to developing websites where the entire class can check in and do individual work with staff. We are addressing needs in all areas, including Speech and Language services, social skills, academic work, and life skills. MCCSC is:

- Utilizing all staff, such as paraeducators to meet virtually with parents and students using a variety of methods, from low-tech to high-tech.
- Conducting case conferences through Zoom meetings
- Establishing ongoing training through PATINS that are made available to all staff to support use of technology in reaching all students.
- Conducting Zoom meetings with different groups of staff - SLPs, Behavior Specialists, Severe Disabilities, building-based special education teams, and others to check in and problem solve throughout the entire period of school closure.

Students with disabilities will continue to receive IEP services, support, and accommodations to address IEP goals. This includes preschool-aged students through age 22 and students who are receiving Homebound services. Special Education staff are collaborating closely with general education teachers to enhance accessibility of the general education curriculum. This will occur through guidance on the development of instructional content, and the differentiation of student output.

Special Education staff will continue to consult with students through email, Canvas messaging, and video conferencing to support their progress/participation in the general education curriculum. Special Education staff will also continue to deliver Specially Designed Instruction to individual or small groups through separate Canvas sub-groups or video conferencing. Special Education staff will also provide additional guidance to general education teachers on the continued implementation of appropriate accommodations, as well as provide guidance to students on the means by which they may utilize those accommodations (e.g. text read aloud by human reader vs. screen reader technology). Additionally, students who received an alternate/modified curriculum will continue to receive that specialized instruction through alternate paper packet materials or alternate content delivered through Canvas, video conferencing and other program resources (e.g. Unique Learning Systems, News2You, TeachTown online). Related Service providers are collaborating with general education staff to continue consultative services. Occupational Therapists and Physical Therapists are also communicating with parents to suggest activities that can be continued in the home where appropriate.

Case conferences are being held virtually, and progress is being monitored on IEP goals through alternative means if necessary, including descriptive data.

The MCCSC 504 Coordinator is working with building administrators and teachers to ensure that accommodations for students are provided through additional or alternative means if necessary throughout the entire period of school closure.

MCCSC social workers and ENL teachers have used similar strategies to connect with families during this time. MCCSC is also distributing meals three days a week at each school and pick-up locations throughout the community.

English learners continue to receive linguistic and academic support with the accommodations and instructional modifications outlined in their Individual Learning Plan (ILP) based on their English proficiency

level so their academic content and language learning continues in the distance learning environment. ENL teachers and General Education teachers collaboratively work together to ensure that linguistic and academic support is provided for English learners via virtual learning and communication tools available such as Canvas, Google meet, Facetime, Skype, call, text message, and email. All General Education teachers who work with English learners have access to their students' ILP electronically which includes each student's language learning goals and recommended instructional modifications and support via Ellevation database.

To ensure that all English learners are participating and engaged in meaningful content and language learning during the distance learning offered to all students, the following information is gathered, shared, and monitored. The information gathering is conducted by each of the teams, Bilingual Family Liaisons (Spanish, Korean, Chinese, and Arabic), ENL teachers and other school teams, and MTSS Bilingual Team.

1. Online Access Readiness
  - a. Internet access (Yes/No/Unreliable)
  - b. Computer device access (Yes/No/Technical Issues)
  - c. Online learning/communication regular check-ins (e.g. Canvas, Google Meet, Zoom, TalkingPoints, email etc.) (Yes/No)
  - d. Translation needs (Yes/No)
  - e. Home language
  - f. Parent's readiness/availability to help the student
  - g. Other specific challenges experienced by family
2. ENL Instructional Support in Content Subject Areas
  - a. Learning progress and feedback in each subject area (Making Progress/Need Attention)
  - b. Language learning progress by domain (Listening, Speaking, Reading, and Writing)
  - c. ENL teacher's additional support
3. Intervention Support Service Needs
  - a. MTSS Bilingual Team support (support for families who need intensive supports during the school closure)
  - b. Volunteers, community partnerships and resources

To maximize the effectiveness of information sharing relevant to distance learning for English learners, a Distance Learning Dashboard in Elevation is being developed to share the information regarding the items listed above.

ENL teachers and instructional support staff schedule English learner help sessions for academic support, language learning, and resource sharing based on the families' availability via various communication channels throughout each week.

Families who need language assistance can speak to an interpreter by calling (812) 961-7500. Bilingual interpreters on staff can provide language assistance in Arabic, Chinese, Korean, and Spanish. In addition, school staff can connect with qualified interpreters in more than 200 languages over-the-phone quickly when the service is needed. Authorized personnel are familiar with how to access the service. Information about Language Assistance in MCCSC is available on the website, [www.mccsc.edu/LanguageAssistance](http://www.mccsc.edu/LanguageAssistance).

Our teachers of students within the high ability program continue to provide inquiry based learning experiences through an online forum, with a focus on reading and math. They are actively engaged in exploration, observation and investigative learning activities.

There is also an **Expanded Learning Plan** that is designed for students without Internet access. This includes learning handouts that were picked up or dropped off at homes by social workers and principals at the beginning of the school closure. Schools have also mailed extended learning packets to students' homes to

make sure they remain connected to learning activities. MCCSC staff have been working on ways to extend learning without paper packets, including the use of ideas and resources from the IDOE's COVID-19 Remote Learning Resources webpage (e.g., PBS, educational videos, alternate learning experiences, etc.).

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

Our corporation established an extensive COVID-19 web page to maintain transparency and to communicate with parents and families. All information on our webpage has been translated into our top four most frequently used languages (e.g., Arabic, Chinese, Spanish, and Korean). Printed copies of all website COVID-19 pages have been displayed on all school and administration main entrances to accommodate families that may not have internet access.

MCCSC uses a variety of additional communication methods.

1. Teachers can connect with students through Google Meet video conferencing, Google Meet audio calls, Canvas conferencing, or Canvas modules.
2. Teachers and administrators can connect with families through Google Meet video conferencing, Google Meet audio calls, Zoom video conferencing, and Microsoft Teams. We have also been communicating with families through the corporation website, Facebook, Twitter, and Instagram accounts. We send emails and automated phone calls with translations to all parents when guidance or expectations change. Schools are also communicating through their websites and by posting communication on their school doors. Principals and social workers are also making home visits. These messages are translated into multiple languages for families that are not English speaking. Bilingual Family Liaisons are making calls to families of English learners.
3. The corporation communicates with staff through email, Google Meet calls, Zoom video conferencing, Google Meet video conferencing, and Microsoft Teams. We also have created a Canvas course for all of our COVID-19 school closure academic resources (e.g., instructional materials, webinar recordings, guidance documents, etc.).

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

Students in grades 3-12 access academic instruction, resources, and supports through our learning management system, Canvas. Classroom teachers as well as special area teachers and special education teachers can access these courses to provide daily learning activities relating to the Indiana Academic standards. Our teachers provide synchronous and asynchronous instruction via Canvas and other electronic tools (e.g., Google Meets, etc.).

- Students without Internet access participate through extended learning, which incorporates the use of videos, TV, PBS programming, educational packets, instructional Google Meet calls, etc.
- In an effort to better support our families in adjusting to our contingency learning program, we developed a guidance document to support their home planning. See link here: [Contingency Learning Plan Guidance for Parents](#)
- In an effort to support teachers in adjusting to such a non-traditional teaching format, we created a guidance document for them based on best practices research and corporation guidelines for managing expectations. See link here: [Contingency Learning Plan Guidance for Teachers](#)
- Students with IEPs are receiving their Specially Designed Instruction through Canvas sub-groups or Google Meet

- Students with IEPs that received an alternate/modified curriculum continue to receive that specialized instruction through alternate paper packet materials or alternate content delivered through Canvas, video conferencing and other program resources (e.g. Unique Learning Systems, News2You, TeachTown online)
- Students with IEPs that require curriculum/instruction provided in an accessible format are receiving supplemental consultation or training from Special Education staff on utilizing familiar and new methods to ensure accessibility (e.g. electronic device accessibility features, low tech accessibility strategies). Special Education teachers and Related Services staff are communicating with parents to assess parent needs in regards to accessibility tools and device features and to deliver training on an as needed basis.
- Necessary adjustments are made to Individual Learning Plan (ILP), and general education teachers in collaboration with ENL teachers to continue to make linguistic accommodations for English learners

For students in grades K-2, learning packets were provided by teachers during the week of March 23rd. Moving forward, teachers will communicate with parents learning activities that can be done with household items that directly relate to the Indiana Academic standards. Teachers will also provide online resources for students who have Internet access at home.

- Link [K-2 Expansion Packet Guidance](#)

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

MCCSC is a 1:1 technology system and all students are assigned a corporation issued device. Students in k-8 are issued iPads and students in 9-12 receive laptops. Our corporation uses the learning management system Canvas to organize and deliver digital, online instruction. In addition to Canvas, teachers have access to a wide range of online resources including, but not limited to, our adopted, digital core curriculum along with supplemental tools such as Exact Path, IXL, Newsela. To support our teachers on easily accessing core and supplemental curricular materials, we created a streamlined document of [Online Resources for Remote Learning compiled by MCCSC](#) which has been shared with all teachers. Teachers have also been encouraged to connect with students and families using video and audio conferencing. A document outlining [Communication Tools during Remote Learning](#) was shared with teachers at the beginning of April.

All teachers have a corporation issued device that they can use for instruction. K-8 teachers have iPads and high school teachers have laptops that are the same as the student-issued devices. All 3-8 students were given the opportunity to pick up their student iPad on Monday, March 23rd, and all high school students have a school-issued laptop that they take home regularly. Our corporation has drive-through Wi-Fi access at Bloomington High School North and Bloomington High School South from 9:00AM until 3:00PM daily. Additionally, free Wi-Fi is offered on Indiana University's campus, and our corporation's technology team has put together free or discounted Wi-Fi information on our website.

For students without Internet connectivity, we have created [K-2 and 3-12 without Connectivity Expansion Packet Guidance](#). The purpose of this document is to provide parents with activities that are closely aligned to the Indiana academic standards that do not require a device, Internet connectivity, or a paper packet. We are also promoting the handouts provided in [this Google document](#), adapted from the IDOE's guidance, to allow families with television access to use PBS to use the educational programming in a more meaningful way.

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

Educators and support staff are using Canvas and video conferencing through Google Meet to connect with students on a daily basis from Monday through Thursday. All teachers in 3rd-12th grade post daily assignments and activities for students to complete. Our Special Education, ENL, and student services teams are working to connect with small groups or individual students through Google Meet, either on a video conference or audio call. Teachers are spending hours each day connecting with students to provide support in these unprecedented times. All students in grades 3-12 had the opportunity to pick up their iPad or Chromebook the week of March 23rd.

K-2 teachers are connecting with families through video conferencing using Google Meet and email communication. K-2 families also received paper packets. Paper packets are also available for students in grades 3-12 that do not have internet access. The initial packet dissemination took place the week of March 23rd. The packets have been extended through extended learning opportunities that can occur at home. Teacher guidance on packet extension that allows students to continue learning new standards and content from home was shared with all teachers. The packet extension material is being shared via text, Google Meet audio calls, email, and posted on each school website. In addition to these systemic activities, individual schools are taking on additional communication methods like morning announcements and read-alouds.

All teachers are expected to be accessible and have been asked to maintain consistent office hours from 9:00-11:00 am and 1:00-2:00 pm on Monday through Thursday.

- Teachers have been given guidance on the [Teacher Guidance slides](#) about having regular office hours- Monday- Thursday at the same time each day in order for parents to access teachers easily (slide 2 of link below)
- Paraprofessionals have been given guidance from the teachers they work with and their building principal.
- Teachers were also given guidance on the amount of material to share with families each day and subject areas. Tips for teaching online and tools were shared with all faculty to support families in working with students.
- A Canvas Course titled COVID-19 Resources was created for administrators, teachers, and staff in our corporation. All of our documents, guidance, and expectations are posted in that course for ease of accessibility, transparency and consistency throughout our corporation.
- IEP Meetings are continuing to be held through virtual means allowing for CCC participation through video and/or audio conferencing.
- ENL teachers and instructional support staff schedule academic support sessions for students and families considering their availability via various communication channels.
- Bilingual interpreters are available to provide support (translation, interpreting, and family outreach) for families and staff.

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

Our teachers are working diligently to provide daily meaningful interactions with their students. In doing so, they provide feedback in numerous ways. Canvas allows teachers to provide timely feedback to students as it relates to the work that they submit. We are also utilizing digital resources like Google Docs, Exact Path, IXL, and Study Island to give students real time feedback. Teachers are communicating consistently through Canvas on the assignments that they are working on. Social workers and counselors are reaching out to students that teachers haven't heard from to check in.

Overall, teachers are being flexible and innovative and continuously learning new ways to provide feedback based on their students' needs. In addition, paraeducators received Canvas access to work side by side with students on Canvas assignments and provide feedback. Collectively, our teachers are using whatever means of communication work with our families, including, but not limited to Google calls, video conferencing, email, text messaging, and Zoom calls.

Our corporation has provided families and teachers guidance on how we will issue grades, exams and address graduation expectations through our recent guidance document linked here: [MCCSC's Contingency Learning Grading Plan](#). The purpose of this guidance document is to ensure that our students' grades are held harmless as a result of this unexpected school closure. In other words, we will issue satisfactory or unsatisfactory for students in grades K-8 (with the exception of middle school students taking high school classes for credit). Our students will not receive grades that are lower than their grades were prior to the closure on 3/12/2020.

## 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, our high school students will continue earning credits through ongoing instruction in each of the courses they were originally enrolled in for the Spring 2020 semester. The combination of course completion and earned credits will allow our students to maintain progress toward their graduation through continuously supported and updated Canvas courses, facilitated by their original teachers. Students will earn their credits through their ongoing participation, engagement, and completion of assigned work.

Students that are enrolled in college courses for dual credit will continue to progress toward course completion. Our teachers are collaborating with our higher education institutions to ensure that our students are able to fulfill their course requirements.

Our high school students receive synchronous and asynchronous instruction through our learning management system, Canvas. Each student receives teacher assigned work on a daily and/or weekly basis. Students receive ongoing teacher feedback regarding their performance (through Canvas conferencing, email, calls). Students are completing work that will allow them to earn their credits at the end of the spring term. In addition, we have several students that are continuing to participate in credit recovery courses through our Plato platform.

Our CTE students continue receiving their instruction through online learning and fulfilling their course requirements for seat time.

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

Our attendance monitoring procedure is addressed in a variety of ways, based on the unique needs of our students. Most specifically, we have successfully monitored student attendance through their log-ins within our student management system, online discussion participation, email responses to teachers, Google hang out small group projects. As well, class participation and assignment completion are being used as additional indicators for monitoring attendance. Our principals, social workers, counselors, and assistant principals have contacted students through home visits (while still adhering to social distancing requirements), email, text messaging, Google hangout calls, or social media. Our teams have continued to distribute paper copies of class assignments and instructions to students without consistent access to the internet. Each of the above are considered examples of daily meaningful interaction with our students and our staff continues to be very creative in exploring new ways to be in contact with our students.

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

It is our goal to continue to provide core instruction that is directly aligned to our essential learnings or power standards for the remainder of the school year. We also recognize the need to plan for inevitable learning gaps that will exist among many of our students.

#### **Pacing guides with identified Essential Learnings (ELs) already used throughout the year.**

In grades K-8, our corporation has fully developed academic pacing guides that outline high priority standards for ELA, Math, and Science throughout the academic year, which our corporation calls Essential Learning (EL)

standards. Our corporation reports out on the mastery level (i.e., levels 1-4, proficiency level 3 being the goal for all students) for each of the identified ELs each grading period, and the other standards are strategically embedded or woven developmentally around those high priority standards. Given the timing of state testing, the majority of the high priority standards in grades 3-8 had already been taught.

In accordance with the IDOE recommendations, teachers in our corporation were directed to focus on only their identified high-priority standards for the remaining weeks of school following the state mandated closures.

- **K-8:** Prior to the transition to our contingency learning, during the Fall of 2019, grades K-8 reevaluated the high priority standards for each grade level this year utilizing our 2018-2019 ILEARN performance data, the appropriate ILEARN blueprints, and the state provided vertical articulation charts to see how the standards are utilized at the specific grade level in conjunction with other grade levels. Those high priority standards were then mapped out over the school year, in tandem with the currently adopted curriculum for each grade level.
- **HS:** At the high school level, our pacing guides identify agreed upon power standards across content areas. High School teachers in our corporation annually develop and give pre- and post-tests in their particular content area to be able to report out on students' mastery of particular high priority standards in their subject area and guide future instruction. High School students have already taken pre-tests for the 2019-2020 school year and the E-Learning work was directed to be tailored around students being able to master their particular contents' identified high priority standards on the post-tests (however, our students will not be taking the post tests this year).

Thus, the corporation has given guidance to teachers K-12 to incorporate their remaining essential standards, as identified by the corporation's pacing guide, into their Canvas courses and offline learning packets for K-2 or anyone without internet access.

#### **Utilizing Common Formative Assessments, Pre-tests and Proficiency Scales**

- To support the Essential Learning standards at every grade level, prior to contingency learning, our corporation had developed and instituted proficiency scales and common formative assessments for grades K-8 to pre-assess the ELs of each student and help inform instruction; the pre-test in high school effectively provides the same data to teachers. Therefore, when we return to school, we plan to utilize these tools and lean into the data that they will provide. Specifically,
  - Teachers will be expected to check for understanding regarding each grade level priority standard being taught to be able to identify and report on any gaps emerging.
    - K-8: give and report on either sample tasks or common formative assessments to identify students' mastery and prerequisite skills related to the EL so that gaps will be addressed intentionally.
    - HS: pre-test data will be used in similar ways as the common formative assessments.
  - Our pacing guides for K-8 intentionally include vertical alignment information (i.e., the prior grade level's prerequisite skills for remediation purposes and the next grade level's continuation skills for acceleration purposes) so that it will be easier for teachers to navigate the differentiation that will be needed to attend to the varying degrees of mastery students we anticipate students will have when entering the next grade level next school year.

#### **More on Pacing Guides: Access & Adjustments**

It is important to note that the corporation materials for Essential Learning, which include but are not limited to the pacing guides, proficiency scales, and accompanying assessments, are commonly available across the corporation in Canvas. Therefore, the grade level or subject specific PLCs will be directed:

- To access the pacing guide information, and any supplemental EL materials associated with the pacing guides, from the last ten weeks of school for the grade level prior to theirs at the end of the 2019-2020 school year and throughout the beginning of next school year to strategically navigate and plan for the extra support those skills that occurred on the pacing guide during the remaining 10 weeks of the

2019-2020 school year might need.

Additional corporation supports:

- The corporation will develop hybrid pacing guides for K-8 mathematics and English language arts for the fall of 2020 (e.g., a pacing guide for 3rd grade that intentionally attends to ELs for 2nd grade as well) to ensure that our students have mastery of skills from the 2019-2020 school year as they continue to learn the new essential standards for the 2020-2021 school year.
- During the Summer of 2020, the corporation is planning to provide in-person summer learning academy. High School students will participate in credit recovery and online learning and elementary students will engage in a summer learning academy that will run for three weeks, right before school resumes in the fall (July 6-23). It is our hope that our elementary summer learning academy will function as a jump start to the new school year. While we hope to provide in-person summer learning, our contingency plan will incorporate an online, virtual instruction (based on the state of the pandemic at that time). We will provide digital learning resources for all families to engage in the deepening of the content knowledge of the essential learnings of the grade level students were exiting in the 2019-2020 school year.
- The development of a comprehensive Remediation, Review, Instruction and Support plan for fall 2020 will be created to more deeply address anticipated learning gaps.

## Section Three: Staff Development

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

Our administrative team has been providing professional development daily in a variety of ways. We have provided direct professional development training through webinars, phone consultation and video conferencing. In addition, our corporation and building level instructional coaches continue to provide embedded professional development to our teaching staff on how to deliver instruction in an online format. As well, building level professional development has been provided in response to building specific teacher and staff needs. We have several recorded webinars, Google slides tutorials, and guidance documents that are listed in the linked [Contingency Learning Plan Professional Development document](#). Additionally, a COVID-19 Canvas Course was created that all of our teachers can access so they can have all of the resources and guidance in one place. We have worked diligently to provide just in time professional development for our general educators, special educators, related service providers, administrators and paraprofessionals